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WEAVER COLLEGE

A Standard Junior College Owned and Controlled by the Methodist Episcopal Church, South

WEAVERVILLE, NORTH CAROLINA

[Catalog]

CO-EDUCATIONAL

REGISTER FOR 1927-1928
ANNOUNCEMENTS, 1928-1929

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CALENDAR 1928-1929

Summer School opens, July 24, 1928.

Summer School closes, September 1, 1928.

Entrance Examinations, September 11-12, 1928.

Registration Day, September 13, 1928.

End of First Quarter, November 14, 1928.

Thanksgiving Day, November 29, 1928. A holiday.

Christmas Vacation begins at 3:45 P. M., December 19, 1928.

Christmas Vacation ends at 8:15 A. M., January 3, 1929.

First Semester Examinations, January 21-25, 1929.

First Semester ends, January 26, 1929.

Washington's Birthday, February 22, 1929, a holiday.

Third Quarter closes, March 30, 1929.

Saturday before and Monday and Tuesday after Easter, holidays.

Second Semester Examinations, May 27-31, 1929.

Commencement May 31-June 4, 1929.

BOARD OF TRUSTEES

1928—H. A. Dunham, C. W. Brown, Dr. Ashley Chappell.

1929—C. E. Chambers, C. G. Lee, Rev. H. C. Sprinkle.

1930—Guy Weaver, W. M. Reagan, S. P. Burton.

1931—J. B. Lotspeich, C. F. Bland, Rev. C. M. Pickens.

1932—Dr. D. Atkins, Dr. H. B. Weaver, J. G. Stikeleather.

OFFICERS OF THE BOARD

H. A. Dunham, *Chairman*_____Asheville, N. C.

Guy Weaver, *Secretary*_____Asheville, N. C.

C. W. Brown, *Treasurer*_____Asheville, N. C.

FACULTY

1927-1928

C. H. TROWBRIDGE, A. B., A. M., *President*

Education and Religious Education

A. B., Pritchett Institute, 1893; Summer Student, University of Chicago, 1896, 1903, 1905; A. B., Harvard, 1901, and A. M., 1902; Graduate Student, University of Iowa, 1920-21; Teacher and Principal, Missouri Public Schools, 1893-1896; Professor of Science, Central College for Women, 1896-1900. Instructor in Chemistry, Manual Training School of Washington University, 1902-1907; Superintendent Brevard Institute, 1907-1923; Weaver College, since 1923.

J. R. DUNCAN, A. B., A. M., *Dean*

Economics and Sociology

A. B., Birmingham-Southern, 1921; A. M., Emory University, 1922; Teacher in accredited high schools of Alabama for three years, and in Weaver College Summer School, 1925, 1926 and 1927; Weaver College since 1925.

MRS. LEE PYLANT, B. S., *Dean of Women*

Mathematics

B. S., Georgia State College for Women; Summer Student, Columbia University, 1917; Mathematics Teacher, Bowden, Ga., High School. Principal and Teacher Mathematics, Roopville, Ga., High School; Instructor and head of Dormitory, Georgia State College, summers of 1925, 1926 and 1927; Dean of Women and Teacher of Mathematics, Weaver College, since 1921.

MRS. C. H. TROWBRIDGE, A. B.

Secretary and Treasurer

A. B., St. Charles College; Summer student in English, Monteagle; Seven years Teacher of English, Centenary Academy, Palmyra, Missouri; Weaver College, since 1923.

MISS LUCILE SMITH, A. B.

English

A. B., Georgia State College for Women, Student two years, University of Chicago; Summer Student, University of Georgia; for eight years Teacher in Georgia Public Schools; Teacher of English and History, Brevard Institute, 1920-1923; Weaver College, since 1923.

ARTHUR L. MANCHESTER, *Director of Music Department*

Piano, Voice, Theory, Harmony

Graduate of Philadelphia Music Academy; Student of Richard Zechwer, F. J. Bussman, of Royal Conservatory of Milan, Italy, and F. H. Tubbs, New York City; Associate Editor, The Etude, 1892-1896. Editor The Musician, 1896-1902; Dean School of Music Converse College and Director South Atlantic States Music Festival, 1904-1913; Director Fine Arts Department, Southwestern University, 1913-1918; Director Music Department, Hardin College, 1918-1920; Composer, Contributor to musical periodicals; Conductor of symphony orchestra, Elmira, N. Y., 1920-1923; Weaver College, since 1923.

PAUL A. BUTT

Assistant in Piano

Graduate Weaver College High School and Weaver College; Student Atlanta Conservatory; Student four years in Weaver College School of Music; Music Diploma Weaver College.

J. S. KENDALL

Director of Commercial Department

Graduate of Weaver College, 1921; Student Junior Class, University of North Carolina, 1922-1923; Graduate, Vance Business College; five years' experience in business positions.

MRS. MACON B. BECKWITH

Dietitian and Hostess

MISS DULCIE HAYES, A. B., A. M.

French

A. B., University of Illinois, 1923; A. M., University of Illinois, 1927; Teacher in Feesland Graded School; Teacher of French and Spanish, Louisburg College, 1924-1926; Weaver College Summer School, 1927; Teacher of French, Weaver College, since 1927.

MISS F. MILDRED KERR, A .B., A. M., *Librarian*

Latin and Spanish

A. B., Baker University, 1922; A. M., University of Chicago, 1927; Teacher Latin and Spanish, Valley Falls, (Kans.) High School, 1922-1924; Teacher Latin and Spanish, Lyons (Kans.) High School, 1924-1926; Weaver College, since 1927.

HOWARD P. TALMAN, Ph. B., LL. B., *Coach*

Football, Basketball, Baseball

Ph. B., Rutgers College; LL. B., University of Chattanooga; Assistant Coach Leland Stanford, Jr., University; Head Coach, three years, University of Chattanooga; Director of Athletics, Asheville School System, Rollins College, Asheville Farm School; Head Physical Education Department, Asheville Summer School, since 1925; Author; All-American Football, three successive years; 1st Lieutenant Artillery, 1917-1919; Coach Weaver College since 1927.

LOUIS C. NOLAN, B. Ph.

History

B. Ph., Emory University, 1926; Graduate Student, University of South Carolina, 1926-1927; Instructor in History, U. S. C. 1926-1927; four years in R. O. T. C. and O. R. C.; Weaver College, since 1927.

STUDENT ASSISTANTS

ASSISTANTS TO DEAN—V. L. Logan, '28, Ernestine Fincher, '29.

ASSISTANT TO DEAN OF WOMEN—Anastacia Tomberlin, '28.

ACTING LIBRARIAN—Thos. R. Cox, '28.

SUPERINTENDENT OF BUILDINGS AND GROUNDS—R. G. McClamrock, '28.

IN CHARGE OF BOOK STORE—Sallie Green Allison, '28.

ASSISTANT IN COMMERCIAL DEPARTMENT—Maye Kennedy, '29.

LABORATORY ASSISTANT—Charles Ross, '28.

FACULTY COMMITTEES

EXECUTIVE—President Trowbridge, Chairman; Dean Duncan, Dean of Women Pylant.

ADMISSION AND CLASSIFICATION—Dean Duncan, Chairman; Dean Pylant, Professor Baker, Professor Manchester, Mr. Kendall, Miss Smith, Mr. Nolan, and Miss Hayes.

STUDENT ORGANIZATIONS—Professor Nolan, Chairman; Dean Duncan, Dean Pylant, Presidents of four Literary Societies.

ATHLETICS—Mr. Baker, Chairman; Miss Smith, Mr. Trowbridge.

GROUNDS AND BUILDINGS—Mrs. Beckwith, Chairman; Mr. McClamrock, Mrs. Trowbridge, Miss Hayes, and Mr. Nolan.

SCHOLARSHIPS AND MEDALS—Mr. Kendall, Chairman; Miss Kerr, Mrs. Trowbridge, and Mrs. Pylant.

STUDENT EMPLOYMENT—Mrs. Trowbridge, Chairman, Mrs. Beckwith, Mr. McClamrock.

SOCIAL—Dean Pylant, Chairman; Mr. Duncan, Mr. Kendall, Miss Hayes, Mrs. Beckwith, Mr. Nolan, and Miss Kerr.

PUBLICATIONS AND PUBLICITY—Miss Smith, Chairman; Mr. Trowbridge, Professor Manchester, Mr. Baier, Mr. Nolan, and Editor of Pep.

LIBRARY—Miss Kerr, Chairman; Miss Smith, Mr. Cox, and Miss Hayes.

RELIGIOUS EXERCISES—Mr. Butt, Chairman; Miss Kerr, Mr. Groce, and Mr. Vale.

PUBLIC FUNCTIONS—Professor Manchester, Chairman; Miss Hayes, Mrs. Beckwith, Mr. McClamrock.

LOCAL COURTESIES—Miss Hayes, Chairman; Mr. Baker, Mr. Ross, Mrs. Trowbridge, Mr. Kendall, and Mr. Trowbridge.

GENERAL INFORMATION

HISTORY

The Holston Annual Conference of 1836 was entertained in Weaverville, North Carolina, in a frame building especially constructed for that occasion. This building stood on a slope below the present cemetery. It was known as the "Conference House" and was used for a neighborhood school until 1854, when it was destroyed by fire.

At that time the "Sons of Temperance," in their nation-wide activity, held meetings in North Carolina. It is said that an Ohio man preached all day and that practically all the prominent planters of the county joined his organization. It is related of one well-known man, whose relatives are still prominent people in the neighborhood, that he went home that evening and broke on a stone in the yard the various cut glass decanters which had held for years the different kinds of strong drink on his sideboard, and that he never afterwards used liquor as a beverage.

Some disagreement arose in the local church in regard to the meetings of the "Sons of Temperance," some of the members believing that the church should not be used for that purpose. The disagreement was so sharp that several old-time Methodists moved their membership to the Methodist Protestant church, and a little later a separate building known as Temperance Hall was constructed. The school was carried on in this Hall until it too was burned in 1872. It stood on the other ridge near where Crutchfield Hall now stands. This also was a frame structure.

The section of country benefited by the Weaverville school felt so strongly the need of an educational institution that efforts were put forward at once to build a structure and to extend the work of the institution. The local community was largely responsible for this successful effort. Brick was burned on the place, and a well-proportioned and substantial building, containing six spacious rooms and two large halls, was erected. The institution was in 1872 incorporated as Weaverville College under a local Board of Trustees, independent of any denomination. The first president was Dr. J. A. Reagan. He was followed in order by J. M. Campbell, Rev. J. S. Kennedy, D. D., E. M. Goolsby, Rev. D. Atkins, D. D., S. A. Trawick, M. A. Yost, A. M., Rev. George F. Kirby, J. M. Robeson, Rev. L. B. Abernethy, Olin S. Dean, A. B., Rev. W. A. Newell, D. S. Hogg, A. B., A M Norton, A. M., C. H. Trowbridge, A. M. Under the administration of Dr. D. Atkins in 1883, the college was deeded to the Methodist Episcopal Church, South.

In 1912 the charter was amended to change the name to Weaver College, and to make the institution a junior college doing two years of college work.

LOCATION

Weaverville.—Weaver College is located in Weaverville, a village of about twelve hundred inhabitants, eight miles north of Asheville, North Carolina. It is said that the Indian name for the ridge on which it stands was Dry Ridge because before historic times it was recognized that the configuration of the mountains freed this particular spot from much of the precipitation common in Western North Carolina. In the very heart of the Asheville plateau, Weaver College has a climate unsurpassed anywhere for healthfulness and comfort. The village stands on an elevated section of the country, but it is surrounded on all sides by lofty mountains. The beauty of the sunsets is indescribable.

Weaverville is an old, cultured college town. The people are thoroughly interested in the College and in their churches and their own High School. The hard surfaced road puts them within twenty minutes of Asheville by automobile, and a considererable portion of the people spend their business hours in the city. The rare combination of quiet college town in the great health resort of the South, within easy access of the musical and other advantages of one of the most thriving cities of the state cannot be duplicated elsewhere.

Asheville Attractions.—The close proximity to Asheville and the fact that a hard surfaced road connects the town of Weaverville with that city, makes it possible for students of Weaver College to enjoy the best shows and entertainments that come to this well-known metropolis. During the month of August those students who are in Summer School have the privilege of attending performances of grand opera given by the San Carlo Grand Opera Co., recognized as one of the leading companies giving grand opera to-day. Also, among the outstanding Asheville programs which have been enjoyed by special parties of Weaver College students may be mentioned Marion Talley, Edgar A. Guest, Paul Whitman's Orchestra, Jeritza, Geraldine Farrar, William Faversham, "Blossom Time," Galli-Curci, Paderewski, Schumann-Heink, Carolina Playmakers, Duke University Glee Club, etc., and a choice selection of the world's best photoplays.

The Asheville Plateau.—It is well known that the highest peaks of eastern America are in this immediate section. Mt. Mitchell, 6,711 feet high, has no peer east of the Rocky Moun-

tain system. It can be visited in an automobile between breakfast and supper, as can also such famous places as Mt. Pisgah, Chimney Rock, Craggy, the Vanderbilt estate, and numerous other points of interest.

Classes attend court; individuals and groups see prominent visitors, attend athletic and forensic contests, hear great preachers.

MOVING TO WEAVERVILLE

Weaverville has four churches and an excellent high school in addition to the advantages provided by Weaver College. It makes an ideal home for the family in which children are growing up. Its own progressiveness and the proximity of Asheville provide good opportunities for lucrative employment.

Weaverville has concrete paving on most of its streets including three which touch the college campus. It has an adequate sewer system and an abundant water supply from its own water sheds. It is connected with Asheville by telephone and electric light lines. Buses run every hour in each direction between Asheville and Weaverville.

The College will gladly correspond with people who wish to move to a college town, as there are often opportunities to buy or rent property at reasonable rates.

PROPERTY

THE CAMPUS

The campus has grown by donations and purchase to include fifty-five acres of lawns, forest, gardens, pastures, and lake. Some $10,000 worth of land has been purchased since the Centenary contributions began to come in.

Lake Louise.—In 1921 Mrs. C. R. Moore, now Mrs. C. E. Hornaday, donated to the College about twenty acres including Lake Juanita, which name has since been changed to Lake Louise in honor of the donor. The lake covers about six acres and has in it a rocky island connected to the mainland by a bridge. The lake furnishes opportunity for fishing, boating and bathing when suitable supervision is available.

DUNHAM FIELD

In 1921 the athletic field was constructed largely through the generosity of Mr. H. A. Dunham, of Asheville. The cost of grading was approximately $3,000. Dunham Field provides for football and baseball. Tennis and basketball courts find space elsewhere on the campus. In 1926 Dunham Field was enlarged

and a substantial grandstand was constructed, the cost being provided by the Alumni Association. Each year since that time has seen substantial improvements.

BUILDINGS

Administration Building.—The architecturally good brick building constructed in 1874 was outgrown in twenty years, and its capacity was more than doubled in 1895. The addition contains a large and attractive chapel, three good classrooms, a science laboratory, and a storeroom for chemicals, apparatus, and library pamphlets. The original building contains the library, class rooms, the offices, the bookroom, quarters for the commercial department, and two society halls which have been used for the forensic training of generations of boys.

The "White House".—A substantial frame building was erected in 1886 for the use of the President. It is a two-story house with nine rooms and bath. The growth of the student body has drafted it for dormitory purposes. It is occupied by teachers and women students.

Crutchfield Hall was constructed in 1908 and named as a memorial to Rev. George W. Crutchfield, whose persistent efforts secured funds which made the building possible. Mr. Crutchfield was pastor of the Weaverville station, and he probably broke his health in the arduous labors connected with the raising of money for this building.

In 1922 steam heat was installed in Crutchfield Hall. It has water and sewer connections and is always comfortable.

Skinner Hall.—In 1922 Mr. David E. Skinner of the class of '87 contributed $25,000 for the erection of the boy's dormitory. This was supplemented by $20,000 from the Centenary contribution, and Skinner Hall is the result. This is one of the commodious dormitories of the South. It has hard wood floors throughout, steam heat, bath rooms on each floor, and is equipped with hot and cold water in lavatories and showers, and with all modern conveniences, including a telephone. The assembly room in this building is one of the handsomest rooms to be found anywhere.

The site selected for Skinner Hall is the northwest corner of the old Reems Creek Camp Grounds, one of the historic localities of Western North Carolina. It is said Bishop Asbury preached on this spot. His Journal names repeated visits to the Killian home between Weaverville and Asheville, between 1800 and 1813. The old camp meeting arbor fell under a heavy load of

snow in 1893. A seat still remains around the tree which sheltered the speaker's stand, and a few trees, probably living in Asbury's time, are still standing in that part of the campus.

Cottages.—In addition to the three dormitories and the Administration Building, there are two frame cottages on the place. A residence just off the campus is rented as a president's home.

THE LIBRARY

The library contains about 4,000 volumes, most of which are modern works dealing with the various departments operated in the high school and college. Many of these books, however, are very rare copies, some of them containing autographs of famous men. These books are shelved in the original chapel of the old building, a light, airy room 50x29 feet, where the books are easily accessible. They have been catalogued according to the Dewey Decimal system. Additional books are constantly being received.

LABORATORIES

Science.—The science laboratory occupies one of the largest rooms in the Administration Building and is well designed for work in high school biology and physics, and for college work in chemistry. New equipment and material are being obtained as there is call for it, and the science department is especially well equipped for its work.

Domestic Art.—The sewing machines are operated in Crutchfield Hall, where all the supervised work of the Domestic Art Department is carried on.

PRIZES

The following medals are offered:

The Orator's medal, by C. F. Bland, of Hendersonville, for the best Junior or Senior oration; the Essayist's medal, for the best essay by a young lady in the Junior or Senior Class; the Declaimer's medal, open to boys of High School and college grade; the Reader's medal, to the winner of the young ladies' recitation contest; the Housekeeper's medal, to the best housekeeper among the girls in the boarding department, given by Mrs. H. B. Weaver of Asheville; the Laura Reeves medal, to the best all-round girl student, by Mrs. Gay Green, of Asheville, in memory of her mother; the Harmony medal, by Mrs. O. C. Hamilton of Asheville, for excellence in the Harmony Class; and the Benefactor's medal, to the student who does most for Weaver College during the year. The recipients of the Laura Reeves and the

Benefactor's medals are determined by the Faculty. General influence and helpfulness, college spirit, and student activities, as well as scholarship, are to be considered in the award of the Laura Reeves medal.

In addition to the above mentioned medals, the Cliosophic and Delphian societies, respectively, offer to their own students respectively, medals for improvement in debate, for improvement in declamation for participation in the Junior Debate, and for supremacy in the Day Debates or such of these contests as may occur. Friends of the Mnemosynean and Euterpean Societies provide medals for excellence in debate, composition and public speaking.

ALUMNI

The graduates of Weaver College have always been loyal, helping particularly with athletics and forensics. Since the re-organization of the Association in the fall of 1923, unusual interest has been shown.

DONATIONS

It is impossible to list all donations to Weaver College, but a partial list is inserted to do justice to the benefactors, as far as possible. It is hoped that the incompleteness of this list may lead to the acquisition of further information concerning gifts to the institution.

Land.—Mr. Mont Weaver donated five acres on which the original brick building was erected in 1873 and 1874. Later Captain W. E. Weaver, of Weaverville, and Mr. David E. Skinner, of Seattle, Washington, have added to the campus without cost to the College. Mrs, Charles R. Moore donated twenty acres of land, including beautiful Lake Louise. The Centenary fund paid for other portions of the property.

Buildings.—The original Administration Building was paid for, chiefly, by residents of Weaverville. Crutchfield Hall was built from funds secured in a strenuous campaign throughout Western North Carolina by Rev. G. W. Crutchfield. The nucleus of the fund which paid for Skinner Hall was $25,000 donated by D. E. Skinner. This was supplemented by the Centenary and Christian Education funds, subscribed to by hundreds of loyal alumni and friends.

Improvements.—The construction of Dunham Athletic Field the roofing of the Administration Building, the renovation of the frame dormitory, and innumerable smaller improvements have come from Mr. H. A. Dunham. Mr. H. C. Johnson, of Asheville, has aided greatly by graveling the roads to and through the

campus. The Charles W. Byrd Sunday School Class of Central Methodist Church, Asheville, furnished the sitting room in the girl's dormitory. This building has been redecorated and its sitting room has been refurnished completely during the past year. A new hot water plant has been installed.

PLANTS.—Contributions of shrubs and decorative plants have been made by Mrs. T. Allison, of Horseshoe, N. C., Miss M. A. Pearsall, of Rocky Point, N. C., Mrs. Maymie C. Hardin, of Forest City, N. C., Congressman Zebulon Weaver, Washington City, Miss Lucy Reeves, Marshall, N. C., Dr. Dan Atkins, of Asheville, Mrs. W. B. Weaver and many other Weaverville people. The labor of setting out the plants has been done gratuitously, in large part, by College students.

SERVICES.—The amount of valuable time contributed by members of the Board of Trustees and other friends is incalculable. Among the most liberal in recent years might be mentioned Rev. G. W. Crutchfield, Frank M. Weaver, Charles R. Moore, H. A. Dunham, C. W. Brown, the present treasurer of the Board, Rev. C. M. Pickens, E. R. Presson, C. A. Reap and Dr. J. N. Gill, of the Alumni Association, and a large number of Methodist preachers and of former students of the College.

BOOKS.—Recent additions to the Library by gift or by loan have come from Rev. H. C. Sprinkle; the Asheville Y. M. C. A.; Greensboro College; Lamar and Barton, Nashville, Tenn.; from Joseph H. Wehling, Emory Lyda, Rev. O. E. Croy, John C. Vernon, Howard L. Wells, and Miss Eula English, while students of the College; from Dean W. E. Powell, Dr. Beulah B. Briley, Prof. G. A. Clauss, Mrs. S. K. Henderson, Miss Lucile Smith, Dean J R. Duncan, and President C. H. Trowbridge, of the Faculty; the Cliosophic and Delphian Literary Societies;; Miss Fannie Bame, Charlotte, N C.; Mrs. J. A. Trowbridge, Brevard, N. C.; The American Chemical Society; Dr. Gilbert T. Rowe, Nashville, Tenn.; Mrs. Thos. O. Deaderick; J. H. Burrus; Bethel Home; Doubleday, Page & Company; Henry Holt and Company; Dr. Louis D. Wilson, Chapel Hill, N. C.; Geologic and Economic Survey of North Carolina; Mrs. William N. Collings; Garrett Biblical Institute, Evanston, Ill.; Rev. J. S. Williams, Asheville; J. H. Weaver; Erwin A. Holt, Burlington, N. C., Congressman Zebulon Weaver, Mrs. Elias, of Asheville; John B. Mayo, Richmond, Va.; Mrs. G. C. Oberholtzer, Mrs Margaret Siler, Weaverville; Cokesbury Press, Nashville; Mrs. Le Roy, Washington, D. C.; O. B. Jones, Hendersonville, N. C.; History CI class, 1927-'28; Hon. Gallatin Roberts gave a valuable clock to the library.

Scholarship.—Mr. H. C. Johnson, through the Buncombe Chapter of the Daughters of the Confederacy, maintains a full scholarship, known as the Harriett Johnson Franklin scholarship which pays all the board and tuition expenses of one girl. Mrs. Rosa P. Teasley, of Asheville, provides aid for one ministerial student. The Young Ladies' Class of the West Market Street Sunday School, Greensboro, supplements the earnings of one girl. Mr. Elias' Bible Class of Central Church, Asheville, has made liberal work scholarship contributions.

Sustentation Fund.—Like all other colleges with vision, Weaver has had financial difficulties. In 1925 the Board found that every year the running expenses created a deficit which was being balanced from the Christian Education Fund. After wisely concluding that this could not continue, they proceeded to secure annuity subscriptions to take care of this deficit. The largest subscribers to this temporary fund were: Mr. Gay Green, Mr. Rufus Weaver, Professor J. J. Reagan, Mrs. W. T. Weaver, Edwin L. Brown, V. R. Patterson, Graham Brown, J. F. Reeves, R. E. Carmichael, S. M. Alsobrook, J V. Erskine, S. P. Burton, Rev. H. C. Sprinkle, Guy Weaver, C. C. Leonard, Miss Pearl Weaver, C. E. Chambers, H. A. Dunham, H. C. Johnson, W. B. Davis, C. W. Brown, W. M. Reagan, D. E. Skinner, Charles G. Lee, and C. M. Malone.

Most of these subscribers pledged generous amounts for three years with the hope that by that time an Endowment Fund would be providing income.

Duke Endowment Fund.—In the fall of 1925 Mr. B. N. Duke, of New York City, offered $50,000.00 if the College would raise another $50,000 within two years. Rev. Carlock Hawk was selected to secure this fund, and he worked at it from June to the meeting of the Annual Conference in October, 1926. After Conference H. A. Dunham completed the campaign, and in January, 1927, announced that Mr. Duke's proposition had been met.

The income from this endowment will somewhat more than take care of the deficit in running expenses, and with other stable funds, amply meets the requirements of the accrediting agencies.

Loan Funds.—In 1928, the first income from the Rev. R. W. Pickens Loan Fund became available. This fund has been created by Rev. C. M. Pickens, President of the Weaver College Alumni Association, in honor of his father. The fund is administered by the Central Bank and Trust Company, of Asheville.

The General Board of Education of the M. E. Ch., So., an-

nounced in 1926 that it holds $300 to be loaned to ministerial or other life service students of Weaver College. This fund is handled by the Treasurer of the General Board of Education.

ADVANTAGES OF JUNIOR COLLEGE TRAINING

The junior college is growing in popularity and importance throughout the country as its advantages become known. In many sections of the union a large proportion of all college freshmen are being trained in junior colleges. Every year more are being organized, and the time undoubtedly will come when every progressive city of considerable size will give two years of college training to its own children.

The chief reasons for the remarkable growth of the junior college are:

1. Adequate attention can be paid to the development of individual students.

2. Large opportunities for training in leadership are available to Freshmen and Sophomores in institutions where there are no third and fourth year college classes. Each student thus has a greater chance to lead in his own particular extra-curricular field.

3. Students who will not complete the four-year course are enabled to select a course adapted to their own individual needs, and to take a junior college diploma at the end of two years.

4. Investigation and experience show that graduates of junior colleges hold their own in the classroom and in student activities when they enter the junior class of a four-year college or university. They have, in the average case, been trained at least as well as the university junior, and they have gained in experience from the responsibilities they have carried in the small college.

PURPOSE OF WEAVER COLLEGE

Weaver College aims definitely to help certain classes of young people. It does not claim to be the best institution for educating every one, but it recognizes the needs of a large group of worthy and ambitious young people and adapts its curriculum, its regulations, and its expense list to fit their needs.

1. It offers honest Freshmen and Sophomore courses leading toward the A. B. degree of an A-grade college or university, fitting students at small expense and in personal contact with their teachers for the junior class in an A-grade college.

2. It offers two years of Business Administration to those who wish to go on with a business administration course in a university, or for those who find that they must enter commercial pursuits after two years of college training. Students are urged wherever possible, however, to complete the four years of college work.

3. The course in Education and Religious Education is provided (a) for those who wish to go on with this line of work in a university; (b) for those who expect to teach or to preach and are unable to go further at present with their studies (c) for those who expect to become useful memebers of society in their homes without further college training. In this group also effort is made to induce each one to continue his or her college work in some four-year institution.

4. A strong department of music provides training for those who expect to complete their musical education here or elsewhere and for those who plan to train themselves for giving pleasure in the home and service in the church and community. This course encourages students to continue their training, but is adapted also to accomplish the most possible for those who spend only two years in college.

5. A General Course, consisting largely of electives, is provided for those who, for any reason, desire a junior college course of real worth constructed to fit individual needs. This course is independent of tradition; and any student, with the advice of the faculty, can build for himself a curriculum that will make life most worth while for his particular personality. It is not designed as a foundation for further work leading to a degree.

All these courses of study are constructed with the idea that a great many of our Southern young people desire to do sincere, hard work in a Christian atmosphere and in pleasant social surroundings where they personally know all the students and teachers, and where the fees are estimated to cover the cost of the comparatively inexpensive Freshmen and Sophomore years without the loading demanded by the vastly more costly Junior and Senior years.

For an outline of these five curricula and of the admission requirements for each, see pages 39-42.

METHODS

In the working out of the aims just mentioned, Weaver College employs an adequate number of teachers thoroughly equipped by training and experience for the work of a junior college. It provides a library and laboratory equipped for junior college needs without the immense expense demanded by extensive research. It

provides comfortable dormitories under the supervision of thoughtful and considerate college officials where the students have more freedom and responsibility than is customary in high school life, and still where the necessity for mature judgment on the part of the students is not so great as in the large college or university. It thus furnishes one of the most efficient methods by which a young person with good intentions can adjust himself to the intricate problems connected with the beginning of his life away from home influences.

PERSONALITY DEVELOPMENT

COLLEGE ATTITUDE

While almost every college, large and small, is in a position to give intellectual training of a high order, it is universally recognized that the great problem of education is to instill into the motive principles of the young, those personal traits which far more than knowledge alone contribute to happiness and usefulness in life. In an attempt to give some degree of scientific training to these various qualities of heart and habit which cannot effectively be taken care of in the class room, Weaver College teachers give frequent estimates of the impression made upon them individually by their pupils in regard to a number of the elements fundamental to success. After making some study of the questions asked by employment agencies, bonding companies, and vocational guidance advisers, the faculty chooses the following features of human life to receive consideration at their hands in the form of carefully envolved marks in College attitude.

ELEMENTS FROM WHICH COLLEGE ATTITUDE GRADE IS MADE UP

1. MANNERS: In dormitory, at table, in school, in public; reverence.

2. NEATNESS: Care of room, personal neatness, neatness of clothing.

3. RESPECT FOR PROPERTY: Dormitory, campus, Administration Building, personal possessions, property of others.

4. CO-OPERATION: With faculty and with student organizations and with individuals; community usefulness.

5. INITIATIVE: In study and in class, and in student activities; foresight; leadership; self-control.

6. ATTENDANCE AND PUNCTUALITY: At meals, at college assignments, at student activities, at Sunday school and church.

7. Dependableness: Consistency in good recitations, good conduct, and in courtesy; business punctuality.

8. Earnestness: In study, in care of health, in student activities; ambition.

9. Improvement: In general bearing, in reciting, in conduct.

10. Social Life: Compliance with regulations which govern relations between men and women students; etiquette in society; attractiveness of disposition; tact.

In making these estimates, teachers mark every student on every element on which they have information, especially remembering to give credit for creditable acts or traits. They omit marks for those pupils whom they do not know, and for those traits of pupils they know if they have never had opportunity to observe the pupil in the respect under consideration.

The blanks upon which each teacher marks each student in each of these particulars are made accessible to the students after the general average of all marks from all the teachers has been recorded. Each student is thus able to determine what traits of his character seem strong to this group of teachers, and what points in their judgment need his consideration and attention. This grade is called College Attitude, and the students are often more eager to see what impression they are making on their teachers in these essential features than they are to see what their class-room marks are. The responsiveness of the student to this effort on the part of the teachers is very gratifying, for it seems probable that the estimate obtained in this analytical way by a group of teachers is approximately a measure of the impression a student will make upon the people he deals with elsewhere. It comes pretty close to being a measure of that elusive but vitally important thing called Personality.

STUDENT ACTIVITIES

GOVERNMENT

The students at Weaver College have not as yet chosen to adopt anything very close to student government. They prefer, for the present at least, to have some member of the faculty responsible for each dormitory and each class room. They have here, however, taken over certain parts of the student life for their own responsibilities and, except that the College reserves the right to veto any action of any unit of the College or to take over any disciplinary responsibility at any time, these organizations handle their own problems. In Skinner Hall the men students make and enforce rules for the maintenance of order in the

building. The women students in Crutchfield Hall have no definite organization, but it is well understood that any act which disturbs the dormitory life and which hurts the good name of the group will not be tolerated.

Harold Groce, '28, and Jas. T. Burden, Jr., '30, have served as chairmen of the Student Council during the current year. Associated with them have been Mark Pridgen, Pete Wiggs, Ralph Styles, Billy McNaul, H. J. Liner, Lowell Glover, Charles Ross.

The various athletic, social, literary and religious organizations of the College are described later. Each has its own function and looks after its business, consulting frequently with the College authorities and acting always subject to their veto.

COLLEGE COUNCIL

The co-ordination of the activities of the various college groups is in the hands of the College Council, in which every official organization including the faculty is represented. Any new question unanswered by precedent or faculty ruling can be brought to the Council. If its solution involves a considerable number of the college people, the Council decides whether or not to put the question for discussion before the organizations represented. The College Council eliminates friction and facilitates co-operation among the various college organizations. This stimulates the students to participate in planning for the development of the College, tends to give them practice in debating live topics, and gives to college problems a careful study from every point of view.

The College Council for 1927-1928:

Charles Ross, '28 ---------- President
Marguerite Horne ---------- Vice-President
Paul Muir ---------- Secretary

Representatives

Mrs. Lee Pylant ---------- Faculty
Anastasia Tomberlin ---------- Seniors
H. J. Liner ---------- Delphian Literary Society
Harold Groce ---------- Cliosophic Literary Society
Ruth Ledwell ---------- Mnemosynean Literary Society
Elizabeth Roberts ---------- Euterpean Literary Society
Thomas R. Cox ---------- Ministerial Band
Margaret Cozad ---------- Life Service Group
Harvey Robinson ---------- Pep Representative
George Baier ---------- Annual Representative

LITERARY SOCIETIES

The Cliosophic and Delphian literary societies are the two historic student organizations of the College. Throughout North Carolina and in other parts of the world are men who count their work in one or the other of these societies as the most valuable education they have received anywhere. The Euterpean and Mnemosynean societies for young women are respectively sister organizations to the two men's societies. These societies together are largely responsible for the college work in reading, declamation, debate and dramatics, including intercollegiate contests. Work in the societies is compulsory, for the training they give is essential to success and is not otherwise provided for by the College. The men's societies have their own tastefully furnished rooms which are equipped with platform, tables, chairs, and library.

LITERARY SOCIETY OFFICERS—1927-1928.

Cliosophic—First Quarter: Harold Groce, Pres.; Lowell Glover, Vice-Pres.; Herrold Ballard, Sec.; T. R. Cox, Chm. Ways and Means Com.

Second Quarter: Bernard Landis, Pres.; R. G. McClamrock, Vice-Pres.; Victor Logan, Sec.; R. L. Snider, Chm. Ways and Means Com.

Third Quarter: R. G. McClamrock, Pres.; Victor Logan, Vice-Pres.; Lindly Hochett, Sec.; T. R. Cox, Chm. Ways and Means Com.

Fourth Quarter: Victor Logan, Pres.; Charles Cook, Vice-Pres.; Bernard Landis, Sec.; P. L. Snider, Chm. Ways and Means Com.

Delphian—First Quarter: Harvey Robinson, Pres.; Fred Hollinshead, Vice-Pres.; Kenneth Beam, Sec.

Second Quarter: Charles Ross, Pres.; Kent Carpenter, Vice-Pres.; Howard Walter, Sec.

Third Quarter: Herschell Hipps, Pres.; Orville Summey, Vice-Pres.; Ottis Freeman, Sec.

Fourth Quarter: Hubert J. Liner, Pres.; Wooding Lovelace, Vice-Pres.; Orville Summey, Sec.

Euterpean—First Quarter: Elizabeth Roberts, Pres.; Marguerite Horne, Vice-Pres.; Eleanor Trowbridge, Sec. and Treas.

Second Quarter: Maude Buff, Pres.; Carrie Lee Weaver, Vice-Pres.; Inez Fincher, Sec. and Treas.

Third Quarter: Marguerite Horne, Pres.; Hazel Burchette, Vice-Pres.; Anne Pollock, Sec. and Treas.

Fourth Quarter: Lucile Callahan, Pres.; Carrie Lee Weaver, Vice-Pres.; Hazel Burchette, Sec. and Treas.

Mnemosynean—First Quarter: Anastasia Tomberlin, Pres.; Elizabeth Hensley, Vice-Pres.; Ford Staples, Sec. and Treas.

Second Quarter: Lillian Barber, Pres.; Ruth Ledwell, Vice-Pres.; Elizabeth Hensley, Sec. and Treas.

Third Quarter: Mary Jewell Hartsell, Pres.; Mabel Nesbitt, Vice-Pres.; Dora Blanton, Sec. and Treas.

Fourth Quarter: Lois Beckerdite, Pres.; Margaret Cozad, Vice-Pres.; Dora Blanton, Sec. and Treas.

DEBATING

Debate Council—All intercollegiate and intersociety debates are under the immediate or delegated supervision of the Debate Council, in which the faculty and the four literary societies are represented.

Debates—A large part of the activities of the literary societies center in the various debates. Each program, in general, has a debate as a salient feature. In the Spring, a proposition is announced one day to be debated within twelve hours by as many members of the Delphian or Cliosophic societies as care to participate. The Junior Debate at Commencement is one of the outstanding events of the college year. Intercollegiate debates are arranged from time to time, giving an opportunity to practice this noble art on the part of both High School and College students. The debating interests of Weaver College have long been among her most cherished traditions. The debates of the past are among the most fertile topics of conversation in Alumni meetings, and many prominent lawyers, jurists, and preachers trace their success to the forensic contests in this institution.

The Debate Council for the year 1927-1928 consisted of the following officers and members: Faculty, President Trowbridge, Prof. L. C. Nolan; Mnemosynean Literary Society, Lois Beckerdite, Sec.; Ernestine Fincher; Euterpean Literary Society, Hazel Burchette, Marguerite Horne; Delphian Society, George Baier, Ralph Styles; Cliosophic Society, Harold Groce, Pres., Charles Tilly.

Those who debated Wingate Junior College in 1928 were Bernice Avett, '29, Ernestine Fincher, '29, Lucile Callahan, '28, and Ethel Phipps, '29. Wingate Junior College won in both contests, by 2-1 decisions. The Rutherford College debaters were contested by Morgan Driskell, '29, and W. D. McNaull, '28, for the Offirmative, and Thurman Furr, '29, and George Baier, III, '28, on the Negative. Both negatives won unanimously. The Weaver debaters with Appalachian Training School were Herschell Hipps, '29, and Halsey Leavitt, '29, Affirmative, and Ralph Styles, '29, and R. G. McClamrock, '28, Negative. Wea-

ver's affirmative lost, 2-1, and her negative won, by a unanimous decision.

RELIGIOUS ORGANIZATION

Epworth League—All students in the High School and College departments are considered members of the Epworth League. No dues are required, but every student is expected to contribute some effort toward the accomplishment of the tasks and responsibilities undertaken by the organization. The Epworth League takes charge of the Vesper Service each Sunday afternoon, and assumes a general guardianship over all the religious interests of the college community. The social life of the campus is largely in the hands of the Social Committee of the League. The collection of missionary money and other philanthropic funds is often undertaken by various committees of the League, and, consequently the management of lyceum courses, the sale of tickets, candy, etc., very naturally is first offered to the Epworth League. At present, the mid-week prayer meeting for young women is directed by the Devotional Committee.

The Epworth League cabinet for the year 1927-1928 contained the following members: President, Harold Groce, '28; Vice-president, Ford Staples, '28; Secretary, Anastasia Tomberlin, '28; Treasurer, V. L. Logan, '28; First Department, Bernice Avett, '29; Second Department, Carrie Lee Weaver,'29; Third Department, W. D. McNaull, '28; Fourth Department, Eleanor Trowbridge, '29, and Lillian Barber, '28.

Ministerial Band—The licensed preachers in the faculty and in the student body, together with those who are preparing to preach or to do other definitely religious work are associated in a ministerial band. They hold weekly meetings, supply pulpits of neighboring charges when called on, and exert a pronounced influence for good upon the entire institution. They feel a particular responsibility for the evangelistic efforts of the College and the community and are always efficient when revival efforts are under consideration or in progress. R. G. McClamrock was President and Thomas R. Cox was representative on the College Council.

Y. M. C. A.—In 1924 the young men decided to effect a definite organization of their religious activities for men on the campus, and a college Young Men's Christian Association was instituted and affiliated with the state and national headquarters. The Wednesday prayer meeting in Skinner Hall is provided for by this group of men, and they stand ready to undertake other responsibilities coming in their province.

The Y. M. C. A. officers for 1928 were C. E. Vale, President; T. R. Cox, Chairman Program Committee.

The Sunday School is managed by student officers elected by the Epworth League Cabinet. Each set of officers serves for a term of one quarter, and thus four sets of earnest young people are trained each year for Sunday School efficiency. This experience, in combination with the theoretical work of the Religious Education courses enables a young Christian to undertake religious work at home with some degree of confidence.

The officers for the four quarters of 1927-1928 were as follows:

First Quarter: Supt., Paul Muir; Sec., Ford Staples; Pianist, Prof. Paul Butt.

Second Quarter: Supt., V. L. Logan; Sec., Lillian Barber; Pianist, Prof. Paul Butt.

Third Quarter: Supt., Ford Staples; Sec., Margaret Cozad; Chorister, Jas. T. Barden, Jr.; Pianist, Prof. Paul Butt.

Fourth Quarter: Supt., Ford Staples; Sec., Carrie Lee Weaver; Chorister, Jas. T. Barden, Jr., pianist, Paul Butt.

Life Service Band—A considerable number of students and teachers in Weaver College are looking forward to lives of Christian usefulness and desire to associate themselves together with others who have similar religious ambitions. They have, therefore, organized the Life Service Band, and admit to its membership all who consider their lives consecrated to God's service, whether they have or have not felt a definite call to some vocation within the church. They accomplish much good in holding Christian young people up to their religous standards and in encouraging steady growth in spiritual living.

PUBLICATIONS

The students compose, edit, and manage two periodicals, a monthly called *The Weaver Pep,* and *The Mountaineer,* issued annually. These activities give opportunity for development of native talent in writing, drawing, interviewing, making business contracts, soliciting advertising, and the many other fields pertaining to the publishing business. The staff for these two student publications for the year 1926-1927 was respectively: For *The Weaver Pep,* Eleanor Trowbridge, '29, and Ernestine Fincher, '29, Editors, and Ralph Styles, '29, Business Manager; for *The Mountaineer,* George F. Baier, III, '28, Editor-in-Chief, and Kenneth Beam, '28, Business Manager. *The Weaver Bulletin,* published quarterly, is edited by the president of the College and devoted to alumni notes and items of general interest to the friends and alumni of the College. *The Pep* and *The Bulletin* were

founded in 1923. *The Mountaineer* was revived in 1923-'24, but its first appearance was in 1920.

ATHLETICS

Athletic Ideal—The athletic ideal is not so much the putting out of winning teams as it is the increase of health and physical strength in each student with all the mental and spiritual qualities essential to athletics. Each student is therefore, required to take a certain amount of physical culture each week, preferably in some organized sport, though the need of the individual will be carefully considered in the assignment of physical exercises.

Athletic Council—The Faculty, The Alumni Association, and the students are represented in the Athletic Council, which manages all major and minor sports subject to the veto of the President.

The members of the Atheletic Council for 1927-1928 were as follows: Harvey Robinson, Mark Pridgen, and Mary Jewell Hartsell for the Athletic Association; Dr. J. N. Gill and E. R. Presson, for the Alumni; and H. R. Baker and C. H. Trowbridge for the Faculty.

Major and Minor Sports—Regular college teams are drilled for football and baseball, under experienced coaches selected by the Athletic Council subject to confirmation by the Board of Trustees. When the gymnasium is in use, basketball will be added. Track and tennis teams are developed as interest and opportunity permit. Boating and swimming are possible at Lake Louise when proper equipment and supervision are available, but permission to use the lake must be obtained from the President.

DRAMATICS

A few good plays are prepared and presented by students each year, and a considerable amount of time is devoted to dramatics. A certain amount of credit is allowed for "official" plays, under the head of Public Speaking. Each pair of societies plans to present one play in the fall or early winter, and the Senior Class works up one play in the spring, using students with some stage experience. Occasionally one or more of these productions is presented off the campus.

ELIGIBILITY

1. Only bona fide students may represent the College in any intercollegiate contest. Bona-fide students are those who are carrying successfully at least nine hours of college work or three

units of high school work and who meet other assignments of the College.

2. No person who receives or has received any compensation from the College for services rendered as an instructor in athletics or other branches shall be eligible for participation in intercollegiate contests. This does not apply to bona-fide students who are working their way wholly or in part.

3. The College shall not give financial help or assistance to any student on account of his participation in intercollegiate athletics.

4. All conference regulations shall be binding for conference contests.

5. Officers and public representatives of student organizations must be members in good standing of the respective organizations and bona-fide students in Weaver College.

DORMITORY LIFE

Dormitory Accommodations—The space in the college dormitories is limited and it frequently becomes necessary for students to room off the campus. If students live with relatives or friends, the College must know where they are and must have on file certificates to show that both the parents and the College approve the boarding house.

The College has arrangements with certain homes near the campus by which students who live there are under the control of the College in very much the same way that it supervises those in its own dormitories. The College is represented by some one in these homes who has charge of those who room there. This representative will correct disorder directly, or turn the matter over to the Faculty if necessary to secure good conduct and good study. Men and women students are not permitted to live in the same dormitory, unless by special action of the Faculty.

Absences from College—The students in the dormitories are governed by the regulations usually maintained in similar colleges. They are not expected to leave the village or receive visitors except with the consent of the College, with the permission tacit or expressed of the parents or guardians. If parents leave this matter to the discretion of the faculty, permissions are granted liberally to students whose conduct shows sufficient maturity and good judgment. The regulations as to leaving Weaverville will, at the discretion of the faculty, vary with the wishes of the parents and the conduct of the student, thus encouraging thoughtful young people and giving the needed supervision to careless ones. Students participating in intercollegiate contests

are not permitted to miss more than six recitations in any course in a semester on account of such contests.

Dormitory Regulations—All dormitories must be kept quiet during study hours and all students must be in their rooms, with the light extinguished, after the light bell unless they have permission from the Dean to the contrary. The particular form of other dormitory regulations varies with the demands of the situation and is largely influenced by the wish of the students involved. Experinece shows that the great majority of Weaver College students want a good opportunity for study, and the details of the regulation can profitably be left in their hands. All rooms will be inspected and must be kept in good order. The respective Deans have full authority in the dormitories except in specified responsibilities turned over to student committees.

Social Calls and Functions—Young ladies in the dormitories receive visitors with the permission of their Dean at certain hours on Sunday afternoons. Occasional receptions are held on the campus under the auspices of the Epworth League or some other student organization. Every effort is made to give the students the social life under which a normal American should develop, remembering the peculiar situation of students away from home.

Special Permission—If parents or guardians wish the pupils for whom they are responsible to leave Weaverville for any reason, they should communicate directly with the Dean in regard to the time for departure and return. Other matters of supervision such as assignment and care of rooms, dress, conduct, etc., are handled at the direction of the respective Deans. If some request for particular treatment is received from the parent or guardian, it should come in writing at least one week before action is taken, that the College may indicate just how far it can comply with the wishes of the parents.

What to Bring—The bedrooms are equipped with beds, mattresses, and straight chairs. It is therefore necessary that students and teachers provide six table napkins, pillows, at least three sheets, three pillow cases, heavy bedding, towels, soap, and such room decorations as they use. Each student should have rubbers, umbrella, and a rain coat in addition to a heavy coat for cold weather. The young ladies bring bedding for double beds, but the men's dormitory is furnished with single beds.

New Students—All relations of students to other students is based on the American idea of "No government without the consent of the governed." Students enroll expecting to be governed

by the Faculty or their appointees. Occasionally some student acts as foreman or supervisor, at the appointment of the Faculty, and he is thereby entitled to respect and obedience in so far as his specified authority extends. When a group of students meet and enact rules or regulations governing their conduct, they are individually responsible for the observance of those rules and for obedience and respect to officers elected to enforce them. When a student voluntarily or in compliance with a college regulation joins any student group or organization, it is his duty to comply with the regulations of that group or organization. Preparation for life requires that he learn to live up to his agreements.

But no student or group of students has any right to make or to enforce any regulations upon another student without his consent or his having an opportunity to vote on the regulations. This applies particularly to any physical treatment of the person of the new student, but includes also requirements as to dress, conduct, etc. This is clearly understood by the old students, as they have been largely instrumental in building up this tradition of Weaver College and have themselves entered on this basis. They return to Weaver College with the understanding that they extend to new students the consideration they have themselves received.

This custom permits all sports conductive to the development of manhood, but gives the new men the power to determine the condition under which they shall live while in Weaver College. The discussions preceding such votes are often tests of mental ability and invaluable opportunities for self-development.

The spirit of the old students is to incorporate the new pupils into the college family as perfectly as possible, passing on to them the best traditions of the College without forgetting the fundamental principles of Americanism.

HABIT TRAINING

CO-OPERATION

College Training is exceedingly imperfect if it contributes to its students facts only or even facts with some mental training. It cannot ignore the great value of habit.

Athletics holds a position of the greatest influence for good or for evil. If it can be used to focus the unconquerable power of the students on some one aim and can teach every member of the college to contribute his part to that common goal, it has in it a spiritual value of the highest order. Training in the habit of co-operation, and sacrifice to further the common interest tend to develop that habit of thought and action which is

one of the fundamental elements in all citizenship. If on the other hand athletics becomes commercialized, it is the foulest sort of a danger spot. If it becomes too prominent in the thought of the institution, it undermines the very seriousness and earnestness which the college life should produce. Weaver College recognizes both possibilities and strives to get all the good from athletics without any of the dross.

PUNCTUALITY

Attendance at College Assignments.—The habit of regular attendance upon assigned tasks is one of the elements in character which the college can establish in the developing youth. Weaver College, therefore, insists that every student must be present at every college assignment or take certain consequences. In case of absence the student should report the cause of the absence to the Dean. If the Dean considers the reason a good one, he writes an excuse for the absence. The student is then permitted to make up the work missed by accomplishing some extra assignment from the teacher. If the omitted work is not made up, the semester grade is lowered *one per cent* for each high school class exercise, and *two per cent* for each college class exercise missed. Unexcused absences cannot be made up and each counts heavily from the semester grade. Tardiness counts as a fractional part of absence.

Absences just before or just after any vacation count twice as much as similar absences at any other time. Any student who has three unexcused absences in any quarter shall, at the option of the instructor, be given some special assignment. Any student who has five unexcused absences in any semester shall be debarred from receiving credit for that semester's work in that course. No more than a passing grade can be secured by any make-up examination. A charge of fifty cents must be paid for making up recitations or examinations unless otherwise arranged with the Dean. Meetings of a class before a student begins meeting that class are counted as absences, governed by regulations stated above.

REVERENCE

As a Methodist school, patronized and financed largely by religious people, Weaver College gladly recognizes the value of religious training as a factor in education. It believes that any work, intellectual or moral, can be handled more successfully in combination with religious experiences than under any other influence. It strives, therefore, quietly but definitely to develop in all its students a reverence for all religious aspirations and a desire on the part of each student to secure the help that comes

from the consciousness of personal acceptance of the Divine. To this end chapel exercises are held each school day and attendance at this exercise is required. Attendance at Sunday School and at the morning church service each Sunday is also required. Once or twice during the year an evangelist is brought to the campus as a guest of the College to hold a meeting which usually lasts only a few days. Attendance on these meetings is also a part of the College assignment. The Epworth League holds Vesper services every Sunday afternoon during the college year. The Young Men's Christian Association conducts a mid-week prayer meeting in the men's dormitory, and a similar meeting is held in Crutchfield Hall. Family prayers are conducted daily in the dining room. A standard Sunday School Training School is conducted in the College each winter. Personal work is in progress a great deal of the time and there is a constant influence directed against all unchristian acts. The attitude of the teachers and the majority of the students makes the campus a stimulating place for the development of moral and spiritual fiber.

BUSINESS TRAINING

In addition to the habits of co-operation and citizenship which can be gained through athletics; the promptness and reliability acquired by regularity at class and chapel roll call; and the habit of reverence gained through the religious interests, Weaver College considers that business accuracy and dependability is another habit essential in character training. It therefore lays down certain reasonable regulations in regard to the payments of fees, and strives to cultivate this habit as it does others by connecting satisfaction with obedience to rules and some displeasure and annoyance with disregard for them.

Advance Payments.—The rates of Weaver College are as low as possible for the accomplishment of the business it sets out to do for its students. These rates are not padded with a per cent for loss on bad accounts which is certain with a credit system, and the rates are therefore payable quarterly in advance unless special arrangement is made for another system more convenient for the patron. A two per cent discount is allowed where fees are paid in advance for the quarter. If a student leaves in good standing for some reason acceptable to his parents and to the college, these fees paid in advance for the half quarter succeeding the one in which he leaves will be refunded but no refund is made for the current half quarter. It has been found that this much margin is essential to stability where no profit margin is provided.

Where patrons cannot conveniently pay for as much as one fourth of the school year at a time, advance payments for one-half quarter without discount are acceptable, but this is the smallest unit by which fees are paid.

Students will not be classified nor assigned any space in the dormitories or dining room until fees have been paid or satisfactory arrangements made. In order to secure the full benefit of the business training offered here, it is advisable that patrons make the students responsible to a large extent for handling their money. Students should carefully examine all bills before paying them or sending them home for payment. They should either pay by check or be sure to get a receipt from the proper official for every penny paid in. Since the college store sells for cash only, they should have accessible enough money for their books, school supplies and incidental expenses and for emergency calls such as sudden calls home or unexpected illness. This money can be deposited in the local bank or can be taken care of by the college. Each student should be careful not to go into debt unnecessarily and should be particularly scrupulous never to leave an unsecured debt in the town. Under no circumstances will the college advance money to students.

It is firmly believed that patrons who will co-operate cordially with the college in its efforts to inculcate habits of fraternal co-operation, of regularity and promptness in meeting obligations, and of reverence for holy things, will find more real value from this extra-curricular training than from all the class work put together.

RATES

On the basis of payments in advance for all that the students receive, Weaver College, is able to offer surprisingly low rates considering the material, intellectual, and moral advantages which these rates only partly pay for.

EXPENSES PER SEMESTER

Matriculation Fee, payable by all students in any department	$5.00
Student Activity Fee, including Athletic and Literary Society dues, payable by all literary and boarding students	6.50
Library Fee, payable by all literary and boarding students	1.00

EXPENSES PER QUARTER

Literary Tuition	$12.50
Table Board	31.50
Room, Heat and Light	12.38
Property Damage Deposit, payable by all boarding students	1.00

Music Tuition, personal instruction of Director	18.00
Music Tuition, instruction of teachers as assigned by Director	11.25
Theory, Harmony, History of Music and Appreciation classes, each semester hour	1.00
Shorthand Tuition	9.00
Typewriting Tuition, including use of typewriter	6.75
Bookkeeping Tuition for each half unit undertaken	11.25
Business English, Business Arithmetic and Commercial Law classes, each	3.38
Full Commercial Course	22.50
Piano Practice Fee, two hours per day	2.50
Science or Domestic Laboratory Fee, College Course	1.00
Science or Domestic Laboratory Fee, High School	.75
Laboratory Breakage Deposit, Chemistry students	1.00
Separate Meal to Guests, charged to student visited	.25

Board during summer and Christmas vacations at Summer School rates.

The conduct of students in residence during holidays must be satisfactory to the College authorities. Guests of the College or of students are accepted only with the understanding that their action shall not embarrass the administration of the dormitory in which they reside.

Damage and Breakage Deposits are adjusted at the end of each quarter, excess over damage being credited on the next quarter's deposit and the final excess being refunded at Commencement.

The minimum fees for a boarding student taking no "extras" will thus amount to $251.50 for the nine months or to $246.48 if advantage is taken of the discount for advance payments. The $246.48 is payable $68.48 on Registration Day, September 6, 1928, $55.25 on November 10, 1928; $67.50 on January 30, 1929, and $55.25 on April 2, 1929. Fees for the "extras" are also due on the same dates and are subject to the same percentage discount.

Matriculation, Student Activity, and Library Fees are payable on entrance or at the beginning of the semester and cannot be divided. Since rates are based on a cash-in-advance system, carelessness in making prompt payments cannot be tolerated beyond a very few irregularities. If statements repeatedly fail to bring results, tuition and board privileges cannot be continued to students. In no case shall a student take his baggage away from the dormitory unless his account is settled in full. Credit for class work is never awarded until the fees for that semester have been settled in full. Students wishing their bills and reports sent to

parent or guardian should so notify the Secretary, but this does not relieve student from penalties resulting from delay in payment.

MINISTERIAL STUDENTS

No tuition charge is made to itinerant preachers or their children. Young men preparing for the ministry are allowed to make notes for their tuition with the understanding that these notes will be cancelled when they begin their active ministry. This proposition is offered only to those whose lives indicate Christian principles. Those who use tobacco or indulge in other habits unbecoming to the ministerial profession cannot expect this help.

SELF-HELP.

A limited amount of work is available for students who wish to reduce their college fees below catalogue rates. As a rule the greater part of this work is promised before Commencement for the next college year to those who have already proved their earnestness by at least six months residence at Weaver College.

Some tasks, however, are available for new students who demonstrate their ambition by success with their studies, by good conduct, and by satisfactory performance of the work assigned them. All promises of work are contingent upon success in these three respects.

GENERAL REGULATIONS

1. No students under fifteen years of age are admitted.
2. All students must have completed at least ten grades of public school work.
3. No student will be admitted to classes or other privileges of the college without paying all fees due on entrance, and being classified by the faculty. A student is considered as a member of a class until his discontinuance has been sanctioned by the teacher and the Dean. A fee of fifty cents will be charged for changes in course of study later than two weeks after the beginning of any study.
4. No High School student shall carry more than five units and no College student more than nineteen hours at a time.
5. Students must, when possible, present certificates of honorable dismissal and credits from former schools.
6. It is very important that students enter the first day.
7. Assignment of room is tentatively made in consideration of the date of application and of previous record in the college. Changes in assignments can be made at any time by the proper

college authority. Except by special arrangements only bona fide students who board in the dining hall can be accommodated in the dormitories during the college year.

8. Extra charges will be made for meals served in rooms.

9. All trips off the campus and the reception of visitors must be with the consent of the college on permission from parent or guardian. If parents leave the matter to the discretion of the Faculty, general and special permissions will be granted liberally so long as the conduct of the student shows sufficient maturity and good judgment. Certain serious violations of Regulation Nine automatically suspend or expel a student.

10. All requests from parents should be written or properly confirmed. Notice of requests must be given sufficiently in advance to assure time for correspondence, if deemed necessary.

11. Every student is expected to be present at every task assigned him. There is no more demoralizing habit for a student than that of irregularity in work, and for this reason every legitimate means will be used to avoid the formation of such a habit.

12. The President or his representative must be consulted about socials, entertainments, periodicals, or public performances of any kind, and he reserves the right to veto any plan which is not, in his judgment, for the good of the college or of any individual.

13. Any act contrary to the rules of the Methodist Church or to the laws of the land is prohibited by the college without further notice. This includes especially card playing, dancing, profanity, gambling, hazing, using or dealing in liquor, immorality, dishonesty, and use of "deadly weapons."

This regulation applies to students on trips for contests and at all other times when the College is responsible for them.

14. Damage to college or personal property shall be paid for by those involved in its destruction. When it is impossible to discover the party or parties doing the damage, the cost shall be divided equally among the occupants of the room, or the building.

15. Any student who withdraws at any time other than after Commencement can secure Honorable Dismissal only by giving notice to the Dean with written permission from guardian, if a minor, and by leaving all financial obligations fully paid.

16. The Faculty may waive or modify or extend the General Regulations for the good of the pupil, in unusual cases.

ADMISSION REQUIREMENTS

Weaver College offers three different methods of admission to the College department; but entrance to college classes does not necessarily mean admission to candidacy for a diploma. The High School and College requirements for graduation are described on pages 40-42 of this catalogue.

1. The presentation of a diploma from a high school accredited by the North Carolina Board of Public Instruction or by the Southern Association of Accredited Colleges and High Schools.

2. The passing of a general examination designed to determine whether or not the student has the general knowledge and the mental ability to assure success in the Freshman class.

3. Special students, twenty years of age or more, may be accepted upon evidence of knowledge and ability sufficient to do successfully the special college work they desire. Diplomas are not awarded to special students until all high school and college requirements have been met, but certificates of work accompished may be secured when any group of studies has been successfully completed.

ADMISSION TO CLASSES

Entrance examinations both general and detailed will be given on Tuesday and Wednesday, September 4-5, 1928.

Ten units must be completed before a student shall be classified as a high school Senior.

Admission to college must be by the presentation of a diploma from an accredited high school or by entrance examinations when work has been done in non-accredited high schools.

Junior: Successfully pursuing twenty-four semester hours.

Senior: Completion of thirty semester hours and successfully pursuing thirty semester hours more, or enough to graduate.

SUMMER SCHOOL

The College offers a six weeks summer school beginning July 24, 1928, and closing September 1, 1928. One of the purposes of this session is to permit students slightly deficient in credits or those who come from non-accredited high schools to meet with competent teachers in the mountains to supplement deficiencies in credits or to review for general entrance examinations.

EXPENSES FOR THE SESSION

Board and room rent	$35.00
Tuition, one high school unit	15.00
Tuition charges for less than one unit, proportionately less.	
Tuition in College, each semester hour	2.50
Piano or Voice, twelve lessons in the six weeks, with Director	15.00
Piano or Voice, twelve lessons with Assistant	10.00
Use of practice pianos, two hours daily	4.20
Bookkeeping and Shorthand, each, per daily hour of supervision	5.00
Typewriting, instruction and two hours daily practice, for the session	8.00
Domestic Science or Art, for each semester hour	2.50
Laboratory fees, College, for 6-hour course	5.00
Laboratory fees, High School	4.00
Art Lessons, three each week	9.00

Those interested in the Summer School should write for special Summer School folder, which describes the courses, lists the Faculty, and outlines conditions generally. Not more than one high school unit of new work or eight college semester hours credit can be obtained in a six weeks summer school.

COURSES OF STUDY

SELECTION OF COURSES.

No hour in the college year is more important than when the choice of a course of study is made. It involves the solution of such problems as:

Shall I plan for four or only two years of college work?

If only two, what shall I be prepared to do after my Junior College graduation?

What course will best fit me for that work?

If I go on to secure my degree, what college and what majors shall I select?

What Junior college electives fit best into the requirements of the chosen course in the chosen college?

The units offered for admission often influence the selection of the course in college, but many students work up pre-requisites in the summer or during the college year and undertake exactly the college work they feel best fitted to carry. The junior college is particularly adapted to the needs of these young people.

On entering the Freshman class, if one is unable to answer the above questions, either the Education Course or the Business Administration Course is advisable. Both prepare in some measure for life work, and both make possible the continuance of college training if it is desirable.

The Classical Course should usually be chosen by those who feel quite sure that they will eventually secure a college degree, and the General Course by those who see no prospects of more than junior college training.

Weaver College offers five two-year courses of study:

I. Classical Course.—This course consists largely of language and mathematics and is intended to fit its students for entrance to the junior year of a four-year college or university with such credits as to make possible the securing of the A. B. degree in two years.

II. Education Course.—This involves Language, Education and Religious Education and is designed to fit its students for junior work in the department of Education or Religious Education in a four-year college or university. Those who finish this course are also reasonably well prepared to teach in public or church schools and to serve their day and generation as well-informed citizens of the world.

III. Business Administration.—This course deals largely with economics, business geography, and salesmanship and leads to junior work in Business Administration in the four-year colleges. It also serves quite well to fit for business life those who are not able to take a degree.

IV. Music Course.—This involves a considerable amount of study of the theory and practice of music and prepares its successful students for junior work in the Bachelor of Music course. It also fits talented young people for considerable efficiency as performers or music teachers.

V. General Course.—This is a course intended to fit intimately into the personal needs of each individual student, but

is not intended to prepare one for a college degree. Approximately half of this course is made up of the back-bone of junior college work, while the other half is elective. Thus the man or woman who has definite plans for usefulness in home, church, or state can select just the work that is useful to him without too much dictation from the traditional course of study.

The high school units required for admission to each of these courses of study and the college requirements for graduation are tabulated below:

CLASSICAL COURSE looking to the Bachelor of Arts degree.
Entrance requirements:

	Units
English	4
Mathematics	3
Foreign Languages	3 or 4
History	1
Electives	4 or 3
Total	15

Requirements for Graduation:

	Semester Hours
English	12
Mathematics	6
Foreign Languages	18
Science	6
History	6
Religious Education	6
Physical Education	4
Elective	10
Total	68

EDUCATION COURSE, looking to A. B. or B. S. in Education or Religious Education, or to the profession of teaching.

Entrance Requirements:

	Units
English	4
Mathematics	3
Foreign Languages	4
History	2
Electives	2
Total	15

Requirements for Graduation:

	Semester Hours
English	12
Mathematics	6
Foreign Languages	12
Science	6
History	6
Economics	6
Religious Education	6
Education	6
Physical Education	4
Electives	4
Total	68

Business Administration Course, looking to A. B. or B. S. in Business Administration, or a business career.

	Units
English	4
Mathematics	3
Foreign Languages	2 or 4
History	2
Electives	4 or 2
Total	15

Requirements for graduation:

	Semester Hours
English	12
Mathematics	6
Foreign Languages	12
History	6
Religious Education	6
Economics	16
Physical Education	4
Electives	6
Total	68

Music Course, looking to B. Mus. degree in a four-year college, or to a Certificate of Proficiency from Weaver College School of Music.

Entrance Requirements:

	Units
English	4
Mathematics	2

Foreign Languages	3 or 4
History	1
Applied Music	1½
Electives	3½ or 2½
Total	15

Requirements for Graduation:

	Semester Hours
English	12
History	6
Foreign Languages	12
Religious Education	6
Physical Education	4
Theory of Music	18
Applied Music	4
Electives	6
Total	68

General Course, looking to immediate entrance upon the responsibilities of life.

Entrance Requirements:

	Units
English	4
Mathematics	2
History	1
Electives	8
Total	15

Requirements for Graduation:

	Semester Hours
English	12
Mathematics and Science	12
History	6
Religious Education	6
Physical Education	4
Electives	28
Total	68

GRADUATION REQUIREMENTS

1. All high school as well as all college requirements must be satisfied before any diploma is secured.

2. Credit is never allowed for only one year of any language.

3. Applied Music courses of college grade to the limit of four semester hours and Theory of Music courses not to exceed six semester hours may be counted as electives in the General Course.

4. All electives are subject to the approval of the faculty.

5. In addition to the quantitative requirements already described for graduation, it is required that an average of at least 80% be made either in the senior year or in the two college years on all courses counted for diploma.

6. Diplomas certify to correct deportment as well as to intellectual attainments, and the College Attitude grade must therefore average at least II (80%) during the senior year.

7. Diplomas will not be granted to those who are known to have at the time obligations to the college or to others unless these obligations have been arranged for in some way satisfactory to the creditor.

DESCRIPTION OF COURSES

Courses number with "f" or "s" are offered in the first or second semesters, respectively. All others extend through both semesters and credit is not given for either semester alone.

DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

CIf.—The Business Organization of Society (three semester hours).

An elementary course in economics required of all students in the Business Administration group. The aim of this course is to give a general background to the field of Economics. The same topics are taken up as in Economics II, but on a much smaller scale.

Text: Faubel, "Principles of Economics."

CIs.—Business Geography (three semester hours).

All students who intend later to take up agriculture or go into business would do well to take this course. A study of the geography, natural resources, commerce, and production of different countries in the world is made, with special reference to the United States. Graphic and statistical charts showing the relative rank

of the United States with other nations are made by the students at various times. A careful study of the map of the world is made, and students are required to fill in outline maps.

Text: Huntington and Williams, Revised Edition.

CII.—Principles of Economics (six semester hours.).

A general survey of the principles of Economics, Industrial history and economic development, production, value and exchange, money and banking, public and private finance, international socialism, and the Federal Reserve System are considered in turn. Collateral reading required of all students in Business Administration.

Prerequisite—Economics CI.

CIIIf.—Salesmanship and Marketing (two semester hours).

This course is intended to meet the need of those who expect to enter the salesmanship field or engage in any business that brings one in constant contact with the public. The qualifications of a good salesman; the psychology of selling; analysis of a sale—the approach, clinching the point, concluding the sale; the organization of a sales department; advertising; principles and methods of various markets. Practical problems in selling and marketing are given and an attempt made to solve them.

Textbook, lectures, collateral reading, and reports.

CIIIs.—Sociology, an introductory course (three semester hours).

No attempt is made at completeness of treatment of any topic, but the fundamental influences affecting group life and action and the fundamental needs of mankind are outlined. Study of the family and such problems as the divorce evil, immigration, poverty, crime, the negro problem, and problems of our modern municipalities is made.

Lectures; much supplementary reading; class reports and notebook work.

Text: Beach, Introduction to Sociology.

DEPARTMENT OF EDUCATION AND RELIGIOUS EDUCATION

FCA—Elementary French (five recitations a week; six semester hours if followed by FCI).

Grammar, composition, conversation, reading (six semester hours).

Texts: The New Fraser and Squair complete French Grammar. Contes et Legendes (Querber). Le Voyage de Monsieur Perrichon (Labiche et Martin).

CIf.—Introduction to Education (three semester hours).

A general survey of educational problems of the present day The importance of education; the government, curricular, and theoretical aspects; costs, building, the science of education; teacher training.

Textbook, library work with notebook.

CIs.—School Management (three semester hours).

Practical application of conclusions of CIf to everyday duties of the classroom. The pupil,—his nature, his needs, his play, his health; tests and measurements; methods of teaching; administration; supervision; classroom management.

Text: Avett, Beginning Teaching.

CIIf.—Methods of Teaching (three semester hours).

Special methods in reading, penmanship, language, spelling, computation, handwork, social studies. Standardization of work. Teaching of history, geography, arithmetic. Moral training.

Text: Parker, Types of Elementary Teaching and Learning.

Not offered in 1928-1929.

CIIs.—History of Education (three semester hours).

This course includes enough of an introduction to philosophy to enable a mature student to read much philosophical literature with some comprehension. The relation of philosophy to religious problems is considered. The historic study is made a basis of conclusions in regard to questions of curriculum, of specialization, of administration, of objectives, of methods of teaching. This course is valuable for preachers as well as for educators.

Biographies, encyclopedias, "Who's Who." Lectures and notes.

Not offered in 1928-1929.

CIIIf.—Educational Psychology (three semester hours).

Meets with Religious Education RCIIf.

Study of the mental powers with a view to their proper training for the development of character; the relation of the mind to the body; modern psychological discoveries and theories used constructively.

Textbook, lectures, references, discussions, notes.

Text: Bennett, Psychology and Self-development.

CIVf.—Psychology Laboratory (one semester hour).

Simple laboratory experiments in sensation, perception, attention, motor processes, association, memory, imagery, affection.

Text: Langfield and Allport, Elementary Laboratory Course in Psychology.

RCIf.—The New Testament Beginnings of Christianity (three semester hours).

A study of the personality of Jesus. Significance of miracles and parables of the Master. Social and devotional teachings of Christ. Life and epistles of Paul. Paul's part in the establishment of the church.

Readings, recitations, lectures, reports.

Text: American Standard Version of the English Bible.

Spence and Cannon, Guide to Study of English Bible.

RCIs.—The Old Testament Foundation of Christianity (three semester hours).

A study of Old Testament history, poetry, and prophecy, with special reference to modern religious problems, including theories of evolution and inspiration and questions of applied religion. Readings, chiefly in the Bible. Recitations, lectures, references, notebooks.

Text: The American Revised Version of English Bible.

Guide to Study of English Bible.

RCIIf.—Psychology (three semester hours).

A study of character formation, viewing in that light the various mental activities and the relation of each to the nervous system.

Textbook, references, lectures, notebook, and laboratory.

Text: Bennett, "Psychology and Self-Development."

RCIIs.—Administration of Religious Education (three semester hours).

Organization and administration of the Sunday School, young people's societies, missionary and laymen's movements, week day and vacation Bible school. The church and society.

RCIII.—Chapel Reports.—(Two semester hours).

Reports on proceedings in chapel, including outlines and notes on chapel talks.

ENGLISH DEPARTMENT

The aims of the English Department are two-fold: (1) to acquaint the student with the principles governing the correct speaking and writing of the English language; (2) to give training in literary interpretation and appreciation through an acquaintance with the master-pieces of English literature.

CIf.—Composition and Rhetoric (three semester hours, Fall semester).

Weekly themes, stressing particularly punctuation, sentence structure, paragraph sense. Narration, description, exposition. Study of style from the masters. Supplementary reading. Study of a few authors as literature.

Text: Slater, Freshman Rhetoric, Woolley's Handbook.

CIs.—Rhetoric and Composition (three semester hours, Spring semester).

Study of literature for appreciation, one hour. Weekly themes, one hour. Argumentation and College Journalism. Supplementary reading.

Text: Slater, Freshman Rhetoric, Woolley's Handbook.

CII.—English Literature (six semester hours through the year).

A general survey of Literature; parallel reading. Writing of one long paper connected with some department of the student's college work. Composition work once each week.

Text: Century Types of English Literature.

DEPARTMENT OF FOREIGN LANGUAGES

FRENCH

FCA.—Elementary French (five recitations a week; six semester hours if followed by FCI).

Grammar, composition, conversation, reading.

Texts: The New Fraser and Squair complete French grammar, Contes et Legendes (Querber). Le Voyage de Monsieur Perrichon (Labiche et Martin).

FCI.—Grammar, Composition, Conversation, Reading (six semester hours).

Advanced grammar, composition and conversation, and collateral reading of French texts.

Texts: Le Verre d' Eau (Scribe); Le Bourgeois Gentilhomme (Moliere); Rosalie and Le Chauffeur (Maurey); Racine's Andromaque; Le Barbier de Seville (Beaumarchais); Les Trois Mousquetaires (Dumas).

FCII.—Advanced Grammar, Composition, Conversation, and Collateral Reading (six semester hours.)

Texts: Le Monde ou l'on S'ennuie (Pailleron); Le Malade Imaginaire (Moliere); Sans Famille (Malot); Hugo's Hernani; Racine's Atalie.

Not offered in 1928-1929 unless at least six register for it.

LATIN

LCI.—Livy and Horace (six semester hours).

Exercises in sight translation and prose composition. Study of the history, life, and mythology of the Roman people. Attention will be given to the lives, times and works of the principle characters in their literature.

Text: Livy, two books; Horace, Odes and Epodes.

LCII.—Rapid Translation (six semester hours).

Attention directed to an appreciation of the literary value of the author studied. Individual research encouraged. In all courses the history contributes largely to the best understanding of the authors read. Prerequisite—Marks of I or II in Latin CI.

Text: Cicero, selected letters. Pliny, selected letters; Platus, two plays; Terence, one play.

Not offered in 1928-1929 unless at least six qualified students register for it.

SPANISH

SCI.—Grammar and Reading (six semester hours).

Spanish Grammar: DeVitis.

Two hundred pages of easy Spanish. The direct method is employed.

SCII.—Reading and Grammar (six semester hours).

Spanish Grammar: Olmsted and Gordon's.

El Capitan Veneno: Hartzenbusch.

La Coyja y el Encogido: Hartzenbusch.

The direct method is used as far as practicable. Much attention is given to the acquiring of a readiness in speaking and understanding colloquial Spanish.

HISTORY DEPARTMENT

CIf.—History of Western Europe. (Three semester hours).

This course deals with the background of Modern History from the time of the barbarian invasions to the Treaty of Utrecht. Beginning with a general survey of the sources of historical knowledge and the importance of the study of history, a brief study is made of the conditions in Western Europe immediately preceding the barbarian invasions and is followed by a comprehensive study of such significant events and institutions as: the rise and growth of the papacy, feudalism, the Crusades, the medieval church, the rise of nationalities, the Renaissance and the Reformation. Special emphasis is placed on the part the church has played in the history of Western Europe since the earliest times.

Lectures; class discussions; collateral reading; maps.

Text: Robinson, "History of Western Europe."

Robinson, "Readings in European History." (Abridged).

CIs.—History of Western Europe, 1715-1924. (Three semester hours).

This is logically a continuation of the fall semester and is devoted to a study of Western Europe in modern times. Much emphasis is laid on developments in the nineteenth century, including: the development of European states, the Industrial Rev-

olution, imperialistic tendencies of various European states. The World War is studied in detail and efforts for international peace are taken up for discussion.

Lectures; class reports; collateral reading; maps. A term paper is required of all students who take this course both semesters.

Text: Robinson, "History of Western Europe."

Robinson, "Readings in European History." (Abridged).

Atlas of Europe, recommended by the Department.

CII.—History of the American People (six semester hours).

Attention is given to the deeds of inventors, pioneers, captains of industry and labor as well as to the accomplishments of statesmen and warriors. Those topics which bear upon our economic development are emphasized. Throughout the course emphasis on the "new" in history is made. This course is based largely on the theory that it is the common people who really make history.

Text, lectures, collateral reading, class reports, map studies, and a term paper.

Textbooks, Forman, "Our Republic" and a supplementary textbook recommended by the professor in charge.

MATHEMATICS DEPARTMENT

CIf.—Solid Geometry (three semester hours).

Lines and planes in space; dihedral angles; polyhedral angles; area and volume of polyhedrons, cylinders, cones ,and spheres; numerous original exercises.

Text: Wentworth-Smith.

CIs.—College Algebra (three semester hours in Fall).

Review of fundamental operations, factors, fractions, equations. Progressions, permutations and combinations, mathematical induction, theory of equations, determinants, inequalities, logarithms, variation, infinite series, theory of investment.

Text: Fite's College Algebra.

CIIf.—Plane and Sperical Trigonometry (three semester hours).

Definition of trigonometrical functions; derivation of formulae with their application; solution of plane triangles and spherical triangles, with many practical problems.

Text: Well's New Plane and Spherical Trigonometry.

CIIs.—Analytic Geometry (three semester hours in Spring).

Loci and their equations; straight lines, circles, the parabola, the ellipse, the hyperbola, with many supplementary problems.

Not offered in 1928-1929 unless at least six qualified students register for it.

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DEPARTMENT OF MUSIC
THEORY

ECI.—Ear Training. (Two semester hours).

Exercises based on the major scale; notation, studies in rhythm, motives, phases; development of ability to make natural intervals of the scale readily by ear; studies in writing simple rhythms after hearing them; exercises based on the minor scale; ability to name intervals after hearing; thorough study of all intervals and their inversions; compound rhythms; invention of simple one-voiced phases. One hour a week.

ECII.—Ear Training. (Two semester hours).

Continued study of intervals and rhythms; exercises in writing short phases and intervals after hearing; study of triads and simple modulations; cadences and their office; exercises in thinking and writing two parts. One hour a week.

Prerequisite: Course CI.

ACI.—Music Appreciation. (Two semester hours—one a week).

Introductory theory; notation of pitch; duration, force; timbre or color; the scales; physical basis of music; vibration of strings; overtones, tempered scale; pitch; classification of vibrations; tempo; rhythms, accents; musical groups; embellishments. Required of students taking B. Mus. and Certificate courses.

ACII.—Music Appreciation. (Two semester hours—one hour a week).

Musical form; music as a language; analogy between music and language; figures and their treatment; thematic development; contrapuntal forms; monophony; homophony; polyphony; precursors of the sonata; other sonata forms; symphony; the orchestra and its instruments; the string section; the woodwind; the brass; instruments of percussion; orchestra score. Required of students taking B. Mus. and Certificate courses.

HCI.—Harmony. (Four semester hours—two hours a week).

The scale; elements of melody; exercises in melody writing; intervals; harmonic structure; tonality; principal triads of the scale; distribution of parts; four-part harmony; connection of principal triads in four-part harmony; close and dispersed harmony; inversion of triads; chord of dominant seventh and its inversions; chord of ninth and its inversions; harmonizing melodies. Required of students taking B. Mus. and Certificate courses.

MCI.—History of Music. (Four semester hours—two hours a week.)

Music of antique races; first Christian centuries; Hucbald Guido, etc.; minnesingers, meistersingers, etc.; epoch of the Netherlands; Palestrina and the Roman Schools; Orlando di Lasso and the North Italian masters; the Renaissance and rise of opera and oratorio; the German Chorale; English madrigal writers; instruments and instrumental music in the sixteenth and the beginning of the seventeenth centuries. Required of students taking B. Mus. and Ctrtificate courses.

MCII.—History of Music. (Four semester hours—two hours a week.

Bach and Handel; Haydn, Mozart and Beethoven; the Romantic composers; dramatic music in Italy, France and Germany; Wagner and his music dramas; composers of the last twentyfive years. Required of students taking B. Mus. and Certificate courses. Course CI prerequisite.

PCI.—Pianoforte—Technical Studies. (Two semester hours).

Czerny, Op. 299, Books 3 and 4. Berens, Op. 61, Books 3 and 4. Heller, Op. 45 and 46. Duvernoy, Op. 20.* Octave studies continued. Bach Inventions, (two parts). Haberbier, Op. 53. Lebert and Stark, Part II. Sonatas by Haydn, Mozart, Beethoven, and others. Mendelssohn's Songs Without Words. Field's Nocturnes. Selections from other composers.

Two lessons per week and two hours practice daily.

PCII.—Pianoforte—Technical Studies. (Two semester hours).

Cramer, Lebert, and Stark, Part III. Czerny, Op. 740 and 40. Daily Studies. Gradus ad Parnassum. Kullak Octave Studies. Bach Inventions (three parts). Sonatas. Selections from Chopin, Mendelssohn, Grieg, Raff, and others.

VCI.—Voice Training—Solo Singing. (Two semester hours.)

Rules for breathing and their practical application; formation of tone; original studies for development of tone. Exercises by Concone, Books I and II, Op. 9; Sieber, Op. 92-97; Simple English Songs; Simple Italian Songs.

VCII.—Voice—Solo Singing. (Two semester hours).

Exercises for development of agility. Exercises, Concone, Books III and IV; Op. 9; Concone, Op. 10 and 15; Panofka, Books I, II; Songs of medium difficulty from English and German composers. Italian Songs. Two lessons per week and two practice periods daily.

PHYSICAL EDUCATION

CI.—Physical Training. (Two semester hours).

Each boarding student is required to take some form of exercise and of health study until four semester hours credit have been obtained. The exercise will be in such form as the Faculty may direct, preferably in some organized play suited to the physical needs of the individual student. Instruction is also given in lecture form. One semester hour of credit each semester is given for four days a week of exercise or class work. Students who make the "Varsity" football or baseball squads and are regular in attendance are given credit for the semester.

CII.—Physical Training. (Two semester hours).

Continuation of Physical Training CI.

EXPRESSION

PCI.—Public Speaking.—(One to three semester hours).

Enunciation, gesticulation, memorizing, declamation; dramatics; debating, including both composition and delivery.

Lectures; readings; notebooks; individual practice. Credit depends upon time devoted to the course.

PCII.—Public Speaking. (One to three semester hours).

Continuation of Public Speaking CI.

PCIII.—Voice Control. (One semester hour).

Breath control and use. Placement of the voice; principles of resonating the tone. Analysis of vowels and consonants with their proper shading and pronunciation. Training to speak easily and distinctly, with a pleasant and resonant quality of tone.

No section contains more than ten students. Instruction and drill are given by the Director of the School of Music.

SCIENCE DEPARTMENT

CI.—General Chemistry (Six or Eight semester hours).

Illustrated lectures, recitations, and laboratory work on the elementary principles of chemistry, and on the occurrence, preparation, properties, and uses of elements and their compounds. Stress will be laid upon chemistry reactions and equations. This course will include an introduction to qualitative analysis. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or college. This course runs through the year, three recitations and two or four hours of laboratory work per week.

Text: Smith's Intermediate Chemistry, revised and rewritten by Kendall and Slosson, and accompanying laboratory manual.

CIIf.—Qualitative Analysis. (Three semester hours).

The work of this course includes the reactions of the elementary and compound radicals with various reagents; separation of metals, and of the acid radicals; analysis of salts and minerals; fundamentals of the development of the ionic theory as applied to analytical reactions. Mostly laboratory work.

Text: Noyes' Qualitative Analysis.

CIIs.—Organic Chemistry. (Three semester hours).

While a general study of the compounds of carbon will be made in this course, special attention will be given to the physiological and biological phases of the subject in order to increase its value for those students who plan to study medicine. Lectures, recitations, and laboratory work will be incorporated in this course, though laboratory work will predominate.

Text: Williams: Introduction to Organic Chemistry.
Fisher: Laboratory Manual of Organic Chemistry.

CIIf and CIIs may be modified or substituted to suit the needs and objectives of the class.

EXTENSION WORK

Extension CV.—Individual work involving some research under the direction of the heads of the various departments. Reports are made to the College Seminar, to which papers are also contributed by members of the Faculty. Credit for students' extension work is awarded by the directing department under the catalogue number CV.

SCHOOL OF MUSIC

It is the purpose of the School of Music to provide a general musical education as well as the specialized training necessary for those who contemplate making music a vocation. Courses are provided meeting the requirements of both professional and cultural training. These courses afford a logical development of musical knowledge by means of technical, scientific, and interpretative training in various phases of music, with Pianoforte, Voice, and Theory as major subjects. They are accompanied by lectures, recitals, and parallel reading to stimulate imagination and broaden the musical viewpoint.

Correlated with music are such academic subjects as will give breadth and intellectual solidity to the musical development. Underlying all the work of the Department is the purpose to develop musical thinkers rather than showy, superficial performers. The generally accepted truth that music is a vital part of life is the foundation on which all the work of the Department is based.

Those who are so endowed as to make it advisable will be as highly trained in technical facility and interpretation as is possible, so that they will be prepared to continue their studies in music centers under the most highly specialized conditions, and be able to impress their real artistic and technical proficiency upon those who hear them. Hence students who finish the courses offered will be ready to enter upon an active musical career or further to carry on their study at any music school in the country with credit to themselves and to Weaver College.

For those whose endowments are not such as to warrant this extended training, courses in the Theory of Music, Music Appreciation, Musical History and collateral subjects are offered. These courses, if faithfullly carried on, will enable our graduates to listen appreciatively to concerts and to music in the church and home, and also to express themselves musically with good understanding, supported by excellent musical taste. The message of music as an integral part of a full educational equipment will be taught.

The conditions under which work in music is carried on at Weaver College greatly assist in the accomplishment of the purposes described in previous paragraphs. Music needs the college atmosphere, the spirit of culture and well-directed effort, and the application of the methods of orderliness and system which characterize college work. These, while not checking in the least its artistic attributes, bring to it a system in classification and a thoroughness and accuracy in the co-ordination of all phases of music education that cannot fail to result in the highest accomplishment. The earnest endeavor which characterizes Weaver College, the many influential graduates produced during its long period of activity, the enthusiasm of those responsible for its policies, and the high ideals which stimulate it, combine to give character and educational power to the work of both instructors and students.

The courses of study offered, and the methods used in their presentation, are the result of years of testing and experience. Their value has been shown in the lives of those who have taken them, and they are offered with the assurance that they will enable the faithful student to reach the desired goal.

Students will be received in all stages of the work from elementary to the most advanced. The High School takes beginners and prepares them for entrance into the B. Mus. course, the instruction in this department leading without break in method into the advanced work necessary in the B. Mus degree courses.

REQUIREMENTS FOR CERTIFICATE OF PROFICIENCY

A Certificate of Proficiency will be given to students who complete satisfactorily all the work outlined in Theoretical Music and all the post graduate courses in Applied Music in either Pianoforte or Voice Training. It certifies that the recipient has completed the musical requirements for the B. Mus. degree, but has not taken the literary work required for that degree in the Junior and Senior years of a four-year college.

POST GRADUATE STUDIES LEADING TO CERTIFICATE OF PROFICIENCY

PCIII.—Pianoforte—Continuation and Extension of Previous Courses.

Moscheles, Op. 70. Mendelssohn, Preludes and Fugues. Kessler, Studies. Chopin, Etudes. Sonatas and selections from different composers.

Lessons and practice to accomplish required results.

PCIV.—Pianoforte—Interpretation.

This course is devoted to the perfecting of work done in previous courses and the preparation of a public recital which is required for the Certificate.

VCIII.—Voice—Solo Singing.

Lessons and practice to accomplish required results.

Finishing studies by Aprile, Vannini, Marchesi; Studies of Oratorio and Standard Opera.

VCIV.—Voice—Interpretation.

This course is devoted to the acquirement of repertoire and the preparation of a public recital, which is required for the Certificate of Proficiency in Voice Culture.

WEAVER COLLEGE HIGH SCHOOL

PURPOSE

While the State of North Carolina is making wonderful strides in the development of its high school system, there are still some who are interested in high schools with boarding facilities.

I. There are still a few districts where accredited high schools with efficient teaching and wholesome atmosphere are not accessible. The stress now put upon the accrediting of the high school makes it almost necessary for students thus situated to go away from home for their high school diplomas.

II. Sometimes young boys or girls are associating with an

unambitious or an unworthy group of associates. Many times the transplanting of a young life into a denominational secondary school gives a new viewpoint which puts the student at once on a higher plane of living.

III. Many boys and girls see absolutely no possibility of carrying their education beyond the high school graduation. Nothing could be worth more to them than to spend the last year of their high school course in a college atmosphere under firm and sympathetic supervision.

Chiefly for these reasons it seems advisable to maintain the fourth year of a high school course in connection with Weaver College. This is not a side issue with Weaver College, for the courses are planned just as carefully as the college courses and are taught in practically all cases by college professors. The Weaver College High School students are admitted to the literary societies and to all the student activities of the institution. At the same time, they have the privilege of competing in high school debates and other contests between schools of that grade.

ADMISSION

As only Fourth year high school work is offered, it is necessary for students to secure credit for at least ten high school units before they come to Weaver College. It is possible for some students to carry five units in the regular course and one in the Summer School, thus completing the sixteen units required for graduation.

Credits obtained in any high school accredited by the North Carolina Department of Public Instruction or by other recognized accrediting agencies are recognized by the Weaver College High School when properly certified. Students who ask credit for work not properly certified from an accredited school can obtain credit by passing examinations on the work they offer. In some cases, successfully carrying advanced work in a subject will automatically give credit for the elementary work in that particular subject. Each high school class recites five times each week— sixty minutes a day. Approximately half of the period is devoted to recitation and the other half to supervised study. The High School science classes have the use of the college laboratory, and the college library is accessible to high school students.

GRADUATION

Credit to amount opposite each may be allowed on the following subjects:

	Units
English	4
History	3.5
Mathematics	4
Greek	3
Latin	4
French	3
German	3
Spanish	2
Botany	.5 or 1
Chemistry	.5 or 1
Physics	.5 or 1
Physiology	.5
Zoology	.5 or 1
General Science	.5 or 1
Physiology	.5
Drawing	2
Commercial Geography	.5
Vocational Agriculture	2
Pedagogy	3
Bookkeeping	.5 to 1.5
Commercial Arithmetic	1
Shorthand	.5 to 1
Commercial Law	.5
Typewriting	.5
Business English	.5
Civics	.5 or 1
Manual Training	2
Home Economics	2
Bible	2
Music	2
Expression	2

A unit of credit is based on 120 clock hours work. Science courses without laboratory count only one-half unit. Students wishing to receive a full unit's count on science work must present neatly kept laboratory note-books or manuals.

Diplomas from the Weaver College High School are awarded on the basis of the successful completion of sixteen units work. By a unit is meant 120 clock hours or five forty-five minute recitations a week for a term of thirty-two weeks, or five forty minute recitations a week for a term of thirty-six weeks. Two hours in laboratory are tantamount to one hour recitation. One year of

foreign language does not count for any credit until the second year is taken in that same language.

Completion of the entrance requirements for any one of the college courses listed on pages 37-40, and of one additional unit of Religious Education, will entitle a student to graduation from the Weaver College High School and to a High School Diploma.

EXPENSES

The expenses for High School students are the same as for College students, and may be found on pages 33-34.

DESCRIPTION OF HIGH SCHOOL COURSES

ENGLISH

H4.—Literature and Composition. One unit.

Completion of college entrance requirements in composition and literature; weekly themes; study of paragraphing; narration, description, exposition, and argument; one long essay.

Class study of Prologue to Canterbury Tales, Chaucer; Selected Essays, Bacon; Life of Samuel Johnson, Macauley; Deserted Village, Goldsmith; Pied Piper, Cavalier Tunes, etc., Browning; L'Allegro, Il Penseroso, Lycidas, and portions of Paradise Lost, Milton; Selected Essays, Emerson; Speech on Conciliation, Burke; Macbeth, Shakespeare. Reports on supplementary reading from the best English and American authors.

MATHEMATICS

H-4—Geometry. One unit. Completion of the five books of Plane Geometry with many original exercises.

Text: Wentworth-Smith.

LATIN

LH2—Caesar's Gallic War. One unit. Four books with much review of grammar. Especially for seniors who have credit for only one year of Latin.

LH4.—Virgil—One unit. Six books with attention to grammar, meter, prosody, and mythology.

FRENCH

FH4.—Second Year French.—One unit. Grammar continued, dictation and practice in spoken and written French.

Texts: L'Evasion du Duc de Beaufort (Dumas); Le Juif Polonais (Erckmann-Chatrian); La Mare au Diable (Sand); Pour Parler Francais (Fournon and Broussard); L'Avare (Moliere); La Grammaire (Labiche); Racine's Esther.

HISTORY

H4f.—American History.—One-half unit.

This course aims to present the great phases in the development of our country. Many minor matters, such as: A detailed military history, unimportant dates, the careers of men of slight national importance are purposely omitted. Emphasis is placed on such topics as: causes, results, and problems of financing and sustaining armed forces; diplomacy, foreign affairs and world politics; social, political and economic problems of the past and present. Outline maps are filled in from time to time as occasion suggests.

Five times a week.

Text: Beard and Beard, "History of the United States."

H4s.—American Government.—One-half unit.

This is a continuation of History H4f, but may be taken independently of any other course. The aim of this course is to impress upon the student his responsibility as a citizen and to show how the state developed by explaining the operations and functions of various divisions of government. Many problems of society today are taken up, such as: Industrial education; prohibition; social legislation; problems of our modern city, etc.

Five times a week.

Text: Magruder, American Government in 1928.

SCIENCE

BH3.—General Biology.—One unit.

This course will include an elementary study of living organisms of the plant and animal kingdom, and will serve as a good basis for those who wish to do advanced work in any field of Biology. Specimens of both plants and animals are studied even to microscopic detail in the laboratory. Among the plants, a series of types will be studied which will represent the more important families of algae, fungi, liverworts, mosses, ferns and seed plants. Among the animals, a series of types will be studied which will represent the more important protozoa, metazoa, and vertebrates. Three recitations a week and three hours laboratory work. Not offered in 1928-1929.

Text: "Applied Biology"—Bigelow.

PH4.—Physics.—One unit.

This course is primarily a study of the fundamental laws and theories concerning the physical universe. Mechanics, heat, light, sound, electricity, and magnetism are taken up in this course in an elementary way, the course running through the year. Demonstrated lectures, recitations, and laboratory work are co-ordinated

to make the course thorough ,interesting, and instructive. This is an elementary course, but it forms a good basis for those desiring to do college work in Physics. Two recitations and three hours of laboratory work per week.

Text: Practical Physics—Millikan and Gale.

COMMERCIAL DEPARTMENT

—Full Commercial Course.—Five units.

A full commercial course consists of the following subjects: Bookkeeping, Shorthand, Typewriting, Business English, Business Arithmetic, Commercial Law, Secretary's Duties.

Stenographic Course.—Three and one-half units.

The stenographic course consists of the following subjects: Shorthand, Business Arithmetic, Business English, Commercial Law, Special Dictation, Secretary's Duties, Typewriting.

—Business Course.—Four units.

The business course consists of the following subjects: Bookkeeping, Typewriting, Commercial Law, Business English, Business Arithmetic.

B4.—Bookkeeping.—One and one-half units.

Double entry bookkeeping; simple accounts; partnership; corporation and bank bookkeeping. The completion of this course will require three semesters if taken in connection with other studies. It can sometimes be completed in one semester if sufficient time is allowed for it. This course consists of three sets, one-half unit being allowed for each set.

Text: Twentieth Century Bookkeeping.

E4f or E4s—Business English.—One half-unit. (Fall or spring semester).

This takes up the study of business punctuation; the art and value of letter writing; the form and mechanical construction of a business letter; special business letters such as: Letters of application, sales letters, letters of recommendation—in fact, everything pertaining to business letters.

Text: "Applied Business English."—Hagar.

A4 or A4f or A4s.—Business Arithmetic.—One-half or one unit. (Fall or spring semester or both).

Problems in practical arithmetic, short cuts in fractions, multiplication, division, interest, proofs in addition, stocks and bonds, percentage, etc.

Text: Van Tuyl.

L4s.—Commercial Law.—One half unit. (Spring semester.)

This course includes the study of law pertaining to contracts, negotiable instruments, sales of personal property, bailments,

partnership, corporations, insurance, real property, and business crimes. Then case problems are taken up in which the students discuss the case as they think it should be decided in courts with the teacher giving final answer.

Text: Peters, Commercial Law.

S4.—SHORTHAND.—One unit.

Leading to equipment for holding a commercial position. Study of textbook, dictation, transcription. Requirement of eighty words per minute of new matter and one hundred words per minute of old matter.

Text: Gregg Shorthand Manual and Speed Studies.

T4s.—TYPEWRITING.—One-half unit.

Forty words a minute of new matter transcribed on the typewriter and sixty words a minute of old matter. Underwood typewriter used.

RELIGIOUS EDUCATION.

RH3.—OLD TESTAMENT. (One-half unit. Two recitations each week through the year.)

Old Testament history, with special reference to personal religion. Wisdom literature. Hebrew poetry in English translation. Prophecy.

Text: American Revised Version of the English Bible.

RH4.—THE NEW TESTAMENT. (One-half unit. Two recitations a week through the year).

Life of Christ. Life of Paul, with some study of the Epistles.

Text: American Revision of the English Bible.

RH5—CHAPEL REPORTS—(One-half unit). Reports on proceedings in chapel including outlines and notes on chapel talks.

APPLIED MUSIC.

PH3.—TECHNICAL STUDIES. One-half or one unit. (Two lessons a week and two periods daily practice).

Easy Etudes, Faelton and Porter, Kinder Ubungen, Book I, Kohler. Czerny, Op. 599, Books 1 and 2. Kohler, Op. 190. Kohler, 157. Czerny, Op. 139. Duvernoy, Op. 176. Burgmuller, Op. 100. Loeschorm, Op. 65. Books 1, 2 and 3 Loeschorn, Op. 38, Book 1. Kohler Op. 50. Le Couppey, Op. 26. Bertini, Op. 102. Sonatas by Clementi, Diabelli, Merkel, Lichner, Handrock, Kuhlau. Pieces at discretion of teacher.

PH4.—TECHNICAL STUDIES. One-half or one unit. (Two lessons per week and two periods daily practice).

Kohler, Op. 242. Czerny, 299, Books 1 and 2. Czerny, Op. 79. Berens, Op. 61, Books 1 and 2. Heller, Op. 46 and

47. Krause, Op. 2 and 6. Octave studies by Vergt, Wilson G. Smith, Czerny, and Turner. Bach's Little Preludes and Fugues. Sonatinas, Easy Sonatas and Variations of Haydn, Beethoven, and others. Schumann Album, Op. 68. Lyrical Pieces, Op. 12, Grieg. Selections from Reinecke, Gade and others. Mendelssohn's Songs Without Words.

DIPLOMAS WERE AWARDED IN 1927 TO THE FOLLOWING:

Jennie Leola Allen ---------- Classical
Wakefield Barringer ---------- General
Craig Beam ---------- General
Ella Bost ---------- Classical
Ora Brock Burgin ---------- General
Annie Dendy ---------- General
Connie Eaker ---------- General
Bonnie Gahagan ---------- General
Nelle Fairbanks Harris ---------- Classical
Joanna Elise Horne ---------- Classical
Mary Frances Lewis ---------- Classical
John Milton McNeil ---------- Classical
Herbert Crawford Miller ---------- General
Julia Elizabeth Mizelle ---------- Classical
Thelma Moss ---------- General
Nell Elizabeth Mull ---------- General
William Arthur Nesbitt ---------- General
William J. Nesbitt ---------- General
Catherine Proffitt ---------- General
Verna L. Ramsey ---------- General
Beatrice Sisk ---------- Classical
Vivian Smith ---------- General
Edgar L. Swann ---------- Classical
Davis Tuttle ---------- General
Sherrod Tuttle ---------- General
Mary Whiteside ---------- Classical
Edna Lee White ---------- Classical
Howard W. Wilson ---------- Classical
Russell L. Young ---------- General

HIGH SCHOOL DIPLOMAS AWARDED 1927.

Herald Ballard ---------- General
Esta Mundy ---------- Classical
Anne Pollock ---------- Classical
James Stabler ---------- Classical
Henry Sergeant ---------- Classical
Burton Teague ---------- General

Virgie Tomberlin ---------- Classical
Eleanor Trowbridge ---------- Classical
Ruth Parker ---------- General
Gilbert Yolkley ---------- General

ROLL OF STUDENTS

County

POST GRADUATE

Pylant, Mrs. Lee ---------- Georgia

CLASS OF 1928

Allison, Sallie Green ---------- Henderson
Baier, George III ---------- Buncombe
Barber, Lillian ---------- Polk
Beam, Kenneth ---------- Lincoln
Bost, Shelby ---------- Cabarrus
Callahan, Lucile ---------- Rutherford
Candler, Mildred ---------- Buncombe
Cook, Charles ---------- Buncombe
Cozad, Margaret ---------- Macon
Edwards, Theo ---------- Polk
Groce, Harold ---------- Buncombe
Hartselle, Mary J. ---------- Stanley
Hayes, Guy ---------- Caldwell
Hensley, Elizabeth ---------- Buncombe
Hollinshead, Fred ---------- Transylvania
Horne, Marguerite ---------- Anson
Kim, J. S. ---------- Korea
Ledwell, Ruth ---------- Buncombe
Landis, Bernard ---------- Michigan
Logan, Victor ---------- Rutherford
McClamrock, Ralph G. ---------- Buncombe
Muir, J. Paul ---------- Virginia
Reed, Eloise ---------- Buncombe
Roberts, Elizabeth ---------- Buncombe
Ross, Charles ---------- Stanley
Sales, John C. ---------- Henderson
Scarborough, Lonnie ---------- Buncombe
Shepherd, Paul ---------- Gaston
Staples, Ford ---------- Georgia
Tomberlin, Anastasia ---------- Yancey
Tomberlin, Vergie ---------- Buncombe
Taylor, Eva ---------- Buncombe
Vale, Edward ---------- Pasquotank
Walter, Howard ---------- Buncombe
Walter, Paul ---------- Buncombe

Walters, Leone---------- Buncombe
Wells, Howard---------- Rutherford
Xiques, Juan---------- Cuba
Young, Clyde---------- Buncombe
Young, Lillian---------- Buncombe

CLASS OF 1929.

Altman, Edgar---------- Georgia
Avett, Bernice---------- Stanley
Ballard, Herald---------- Buncombe
Baldwin, Louise---------- Henderson
Baldwin, Mary G.---------- Buncombe
Beam, Grier---------- Lincoln
Beckerdite, Lois---------- Davidson
Blanton, Dora---------- South Carolina
Buff, Maude---------- Rutherford
Burchette, Hazel---------- Alleghany
Carpenter, Kent---------- Rutherford
Carpenter, Stowe---------- Gaston
Chambers, Clara---------- Buncombe
Coman, Glennie---------- Haywood
Cox, Thomas---------- Hyde
Crenshaw, Paul---------- Buncombe
Culclasure, Theron---------- South Carolina
Davis, Dewey---------- Lincoln
Driskell, Morgan---------- Georgia
Edwards, Claude---------- Polk
Fincher, Ernestine---------- Union
Fincher, Inez---------- Union
Fisher, Clyde---------- Haywood
Fortner, Albert---------- Madison
Freeman, Helen---------- Davidson
Furr, Thurman---------- Stanley
Fussell, Doane---------- Duplin
Geer, Zelma---------- Rutherford
Glover, Lowell---------- Rutherford
Guthrie, Jack---------- Madison
Hansen, Ruth---------- Buncombe
Hartfield, Louise---------- Buncombe
Hill, Lula---------- Henderson
Hipps, Herschel---------- Haywood
Hockett, Lindley---------- Randolph
Huls, Ralph---------- D. C.
Johnson, Florence---------- Anson
Jones, Olive---------- South Carolina
Kennedy, Maye---------- Buncombe

Kimsey, Edith	Buncombe
Latham, Elmer	Davie
Layton, Chloe	Guilford
Leavitt, Halsey	Buncombe
Lovelace, Wooding	Virginia
Ledford, Blanche	Cherokee
Mundy, Esta	Buncombe
McCracken, Elizabeth	Haywood
McDevitt, Otto	Madison
Nesbitt, Mabel	Buncombe
Nesbitt, Thelma	Henderson
Noland, Margaret	Haywood
Parsons, Harold	South Carolina
Phipps, Ethel	Buncombe
Pollock, Anne	Lenoir
Ponder, Reid	Buncombe
Pridgen, Mark	Wilson
Ray, Thelma	Macon
Riddle, Nat	Buncombe
Snider, Pearlie	Guilford
Stabler, James	Gaston
Styles, Ralph	Buncombe
Teague, Burton	Buncombe
Tilley, Charlie	Durham
Townsend, James	Robeson
Trowbridge, Eleanor	Buncombe
Vinson, Kenneth	Tennessee
Ward, Madge	Henderson
Weaver, Carrie Lee	Cleveland
Whitson, McDowell	Buncombe
Wilkins, Ruffin	Transylvania
Wilson, Eula	Buncombe
Woodall, Hazel	Buncombe
Young, Cecil	Buncombe
Young, Jesse	Buncombe
Young, Mae	Yancey

SPECIAL STUDENTS

Begley, Thomas	Buncombe
Birkemeyer, Adella	Buncombe
McNaull, William	New Hanover
Starnes, Erwin	Buncombe

HIGH SCHOOL SENIORS, 1928

Barden, James	New Hanover
Bizzelle, Rebecca	Buncombe
Coleman, Florence	Florida
Freeman, Ottis	Haywood
Guthrie, Agnes	Buncombe
Johnson, Robbie	Buncombe
Jervis, Glenn	Buncombe
Kennedy, Ralph	Buncombe
Lumpkin, William	Virginia
O'Neal, Ruffin	Hyde
Robinson, Harvey	Buncombe
Summey, Orville	Henderson
Thomas, James	Person
Zimmerman, William	Buncombe

HIGH SCHOOL JUNIORS, 1928

Jordon, Carlyle	Rutherford
Liner, Hubert	Haywood
Mercer, John	Beaufort
Moore, Thomas	Beaufort
Stack, Chattie	Union
Strader, L. F.	Rockingham
West, Wilburn	Catawba
Wiggs, John	Union

SUMMER SCHOOL, 1927.

Allison, Sallie Green	Henderson
Anderson, J. B.	Buncombe
Baier, George III	Buncombe
Barringer, Wakefield	Cleveland
Beam, Craig	Lincoln
Baldwin, Mary Grace	Buncombe
Bost, Shelby	Cabarrus
Brown, Frances	Buncombe
Burgin, Harry	Buncombe
Capps, Janie	Buncombe
Chambers, Flora	Buncombe
Cox, Mary Virginia	Buncombe
Davis, Beulah	Lincoln
Dean, Alvan	Georgia
Dominick, Mildred	Virginia
Eaker, Connie	Lincoln
English, Ada	Buncombe
Freeman, Ottis	Davidson

Gahagan, Bonnie	Madison
Gillespy, Josephine	Buncombe
Gillespy, Ritzel	Buncombe
Hartfield, Louise	Buncombe
Hawkins, Susie	Lenoir
Hensley, Elizabeth	Buncombe
Hollinshead, Fred	Transylvania
Hough, Frances	Buncombe
Jervis, Glenn	Buncombe
Johnson, Robbie	Buncombe
Kennedy, Maye	Buncombe
Kennedy, Mary	Buncombe
Kennedy, Ralph	Buncombe
Kim, Joon Sang	Korea
Logan, Victor	Rutherford
Maney, Grace	Buncombe
McClamrock, Ralph	Buncombe
McNaull, William	New Hanover
Moore, Thomas	Washington
Moss, Thelma	Buncombe
Mundy, Esta	Buncombe
Muir, John Paul	Virginia
Parker, Ruth	Buncombe
Penland, Frances	Buncombe
Ramsey, Verna	Buncombe
Reeves, William	Buncombe
Roberts, Nellie	Buncombe
Staples, Ford	Georgia
Swann, Edgar	Buncombe
Tomberlin, Virgie	Buncombe
Vale, Edward	Pasquotank
Walter, Howard	Buncombe
Walter, Paul	Buncombe
Wilson, Howard	Rhode Island
Xiques, Juan	Cuba
Young, Russell	Buncombe

MUSIC

Barden, James	Voice
Birkemeyer, Adella	Piano
Bost, Shelby	Full Music
Coman, Glennie	Piano
Cook, Charles	Voice
Cozad, Margaret	Voice
Hartselle, Mary J.	Voice
Horne, Marguerite	Piano

Layton, Chloe	Piano
Ledwell, Ruth	Voice
Nolan, Louis C.	Voice
Trowbridge, Eleanor	Voice
Vale, Edward	Voice
Young, Mae	Piano

PIANO STUDENTS

Garrison, Margaret	Reagan, Elaine
Johnson, Vivian	Reagan, Gloria
Melton, Hazel	Reeves, Mary E.
Moore, Leona	Tilson, Lucile
Moore, Louise	Ward, Ruth
Morris, Louise	Woods, Esta L.
Pope, Jane	Yount, Margaret

COMMERCIAL

Abernethy, Robert	Business Course
Bass, Robert	Business Course
Beam, Grier	Business Arithmetic
Bisher, Luna	Full Commercial
Blanton, Dora	Typewriting
Burgin, Ben	Business Course
Eberly, William	Business Course
Fussell, Doane	Business Course
Furr, Thurman	Bookkeeping
Gardner, Lotis	Business Course
Gardner, Oliver	Business Course
Hampton, Estelle	Bookkeeping
Hartley, George	Business Course
Hartselle, Mary J.	Typewriting
Noland, Margaret	Typewriting
Osbourne, Doughty	Business Course
Parker, Ruth	Stenographic
Rutledge, Carlyle	Business Course
Sikes, Culpepper	Business Course
Summey, Orville	Typewriting
Taylor, Virginia	Full Commercial
Thompson, Edward	Business Course
Trantham, Cecil	Business Course
Townsend, James	Business Course
Jordan, Carlyle	Bookkeeping
Ward, Madge	Stenographic
Young, Cecil	Typewriting

SUMMARY

Post Graduates	1	
Class of 1928	40	
Class of 1929	75	
Special College	4	
		120
High School Seniors	14	
High School Juniors	8	
		22
Commercial	27	
Music	28	
Summer School, 1927	54	
		109
Gross Enrollment		251
Less names counted twice		50
Net enrollment for year		201

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